

Educational Supplement

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PERSONAL COLUMN



PETER NEWSAM

A moral tale

"Politicians do not do small, difficult and expensive things when they can do bigger, cheaper ones more easily."

I was all set to discuss those City Technology Colleges with an absolutely straight face when Anne Sofer torpedoed my effort with a thoughtful article on the same theme. The colleges, she concluded on this very page last week, "might create more problems than they solve".

Yes indeed. But what would really happen if, at some time in the future, we were to have a government in a position to put the plan into action?

Rather a lot, I believe. Here follows a scenario to explain why. To give the opposition parties a little hope, I have projected it into the distant future, so nothing said could possibly refer to anyone now grappling with these difficult issues.

Here then is the discussion between a future secretary of state and an adviser, known familiarly in the office as Creep (a Constant Reminder of Extra Expenditure Person).

S of S: ... so we are agreed that these City Technology Colleges would be expensive to create where no new schools are needed: sitting duck targets for inner city disruption by rent-a-crowd, and anyway rather ridiculous sort of mice in the first place?

Creep: Ineffective costwise, but ...
S of S: (Frustrated) As honourable politicians, you are going to tell me, we cannot go back on our commitments. Of course not. So with one bound we must go forward and incorporate them in some wider commitment.

Creep: But that would be more expensive
S of S: Nonsense. I have been discussing the matter with someone who knows something about how the education system actually works.

Creep: Aargh ...
S of S: And he says that without undue fuss we can do about 20 times more than we proposed at far less cost. Step one is to give the local education authority governors on all voluntary secondary schools the old heave-ho ...

Creep: But ...
S of S: Anyone going to march anywhere for L.E.A. governors?

Creep: No, but the L.E.A.s will *cheat*, they will dock money from the schools, they will ...
S of S: That takes us to step two. They will do no such thing. Funding levels will be established by regulation of the secretary of

state. Like mandatory grants. Ever heard of an L.E.A. trying to reduce a mandatory grant because some councillor thinks a student is all wrong about Nicaragua? Of course not. Hey you there, Claudius, or whatever your name is ...

Here the secretary of state summons an aged under-secretary, kept in service as the last classically educated civil servant able to keep him equipped with Latin tags.

What's the first person plural of "I command?"

Under-sec: Mandamus, Sir.

S of S: That's it. You can put that tray down and serve the coffee now. Writs of *mandamus* will fly if anyone gets uppity. At step three we will top up the empty L.E.A. places on the governing bodies with a few soon-to-be-retired senior managers that industry will be glad to lend us. Sprinkle the odd OBE over the more influential ones and that part of the job is done. Far better for industry than having to stump up £1 million per school eh? Ha ha!

Creep: (Disfavourably) Ha ha!
S of S: We've not spent any money yet; and how many independent schools have we got on the rates?

Creep: A couple of hundred good specimens at least. But technology, have you forgotten how expensive white-hot ...?

S of S: On to step four. Now here we will have to spend a bit: build on a wing here, convert a library there ... but that would be

cheaper than trying to buy a site or some vandalized empty school building in the inner city.

Creep: But supposing there is no voluntary-aided secondary school in the right place or the nuts cut up rough, what then?

S of S: Ever heard of the Right to Buy? Step five is to give the parent body of a few well-located county secondary schools the right to purchase the school their children attend; on behalf of a Trust, of course. Full valuation; money back to the local authority; all above board. This is HMG you understand, not some gimcrack take-over shark.

Creep: But parents haven't any money. Secretary of State, they could not possibly afford ...

S of S: (Indulgent) A 100 per cent grant from us would sweeten the pill. Step six reflects what I have come to think of as power to the people. We are the democrats now. Full parents' meeting. The question put: "Do you want to remain with the L.E.A. (those poor dears who can't pay for text books or paint the place) or would you like to become a City Technology College (Community)?"

Creep: What does (Community) mean when it's in brackets?

S of S: (Rising to his full height and ducking his head up and down as though to acknowledge a prolonged standing ovation.) Our technology colleges will be *Community*

colleges. So naturally they will need the extras; a mini bus or two, new textbooks, a suite with bar for the parents, maybe a free health insurance for participants, the sort of thing. One would need to flesh out the details of the unfettered choice. The parents would have to stay with the school roof lot or join in with us and our grand-to-get-a-job-for-the-boys-curriculum. Some jobs too for the girls, of course. *Creep:* But what about the interest charge on those 100 per cent loans? Now there's a real snag. Who on earth is going to pay those?

S of S: (Picking up his papers on his way Number 10.) The loans would be interest free. And if you cannot think of a way of docking government grants to local authorities by an amount to recoup the cost to them I must try and think of an appropriate job for you. Incidentally, is that a cup of dropping? I think Claudius may need a buzz with the washing-up ...

MORAL (in case you have missed it) In the real world, politicians do not do small, difficult and expensive things when they can do bigger, cheaper ones more easily.

NEXT WEEK

The birth of the box
Martin Fagg recalls the first images which came out of the family television set

Smoke screen
Liz Heron on the craftiness of the tobacco advertisers

"TVEI will fail"
One of the scheme's assessors predicts

Supply cover
James Meikle reports on a survey of different L.E.A. arrangements

Tactiles
Biology diagrams for visually-impaired pupils

Extra: Modern language teaching

Employers' leaders stand firm on cover and conditions

Government set to impose pay package

by Barry Hugill and James Meikle

A Government-dictated pay package for teachers in England and Wales seems inevitable following the agreement of ministers to pay in full the 16.4 per cent deal in Scotland up to 1988 and to make a similar offer for their colleagues across the border.

But the Department of Education and Science still hopes employers and teachers can negotiate an acceptable new structure and conditions within the generous-sounding cash limits now on offer.

But prospects of agreement on these at a residential meeting in Nottingham next weekend remain bleak.

Proposals being circulated by employers in advance of the announcement of Government support for the Main Inquiry recommendations did little to meet the Government's wishes for a continuing hierarchical structure in the profession.

But they also failed to answer union demands for a rapid speeding up of a switch to new pay levels, favouring classroom teachers, which were agreed in principle at Coventry in July.

They also dashed hopes of improvements for teachers' conditions of service as the employers blamed recruitment problems in primary schools for failure to introduce guaranteed contract time, even on a phased basis.

The proposals on cover for absent colleagues are also likely to be unacceptable to teachers, thus increasing the likelihood of the Government having to impose duties under new legislation.

The employers, while ready to allow all secondary school teachers at least five periods a week for marking and preparation, say that three of those may have to be given up for cover at the direction of heads.

Teachers may be directed to do still more, in emergencies, but they would be entitled to timetabled time-off to compensate.

The Government's endorsement of the Main Report for Scottish teachers came after a well-orchestrated campaign of leaks and briefings as Treasury and Environment ministers fought to keep down the cost of the pay rises which has not yet won the backing of the Educational Institute of Scotland, the major teaching union.

It offers to the English and Welsh

teachers will be held in abeyance until after the Nottingham weekend.

Government acceptance of the Main recommendations ensures that ministers will not approve any deal reached in Nottingham based on the type of structure agreed in Coventry.

Ministers' insistence that the pay structure must reward "proven ability" makes it unlikely that the employers and the unions will be able to negotiate a settlement acceptable to Mr Baker.

Aware that any imposed settlement by Mr Baker will require legislation, Government through the House of Commons have started work on a short Education Bill that could be introduced in the coming session of Parliament next month.

Ministers appear to have accepted that the cost of a pay settlement will almost certainly have to be met on top of the £144 billion that the Government has provisionally set aside for public spending allocation for 1987-88.

It will also heighten speculation that the days of the Burnham Committee are numbered. Government sources hinted this week that abolition of the Committee will form part of the manifesto on which the Government will fight the general election.

A Main-type solution would have short-term attractions to many teachers. Pay improvements would be quicker.

The Coventry package, even though it represented global increases of over 14 per cent over the next two years, with another pay award negotiable for 1987, held out little prospect of big pay rises for those already on the existing higher Burnham scales.

Unions have been bitterly divided for weeks with most negotiators ready to stay talking at least until Nottingham, while the National Association of Schoolmasters/Union of Women Teachers, which never adopted pay and conditions principles discussed at Coventry in July are staging half-day protest strikes across England and Wales this week.

Hampshire and North Yorkshire education authorities were seeking High Court injunctions against the strikes today because the NAS/UT did not hold a ballot of members.

The National Union of Teachers has told members not to join the strikes.



About face! A young child takes part in a mask-making workshop - one of several events at a children's day organized by the Council for Environmental Education in Covent Garden last Saturday.

John Cole/Network

Muslim independent to be closed

An independent Muslim girls' school must close after failing to satisfy HM Inspectors, writes Bert Lodge.

Notice of closure to take effect from the end of this term was issued on the Muslim Girls' High School, Dewsbury, West Yorkshire, after it had failed to remedy faults that Inspectors complained about two years ago.

A spokesman for the school said this week: "We have been constantly trying to improve things but we have not reached the standard Inspectors require."

The school was opened in a two-storey terraced house opening directly on to the street in September, 1982. At the time of the inspection 30 pupils aged 12 to 16 were enrolled.

In their 1984 report the Inspectors found the environment drab and classrooms too small, leading to severe overcrowding. There were no facilities for practical work in art and craft, science, home economics and physical education. The library consisted of two shelves of books discarded by the local library.

Catholics claim victory over GCSE biology

by Sue Surkes

Leading Roman Catholics say three GCSE examining boards have dropped abortion and birth control from the compulsory sections of their biology syllabuses following pressure from church education representatives.

The Conference of Catholic Secondary Schools called on all five examining groups to ensure syllabuses should not "contain material which goes against or undermines Catholic or Christian moral teaching, such as the moral presentation of abortion or birth control techniques, as part of a compulsory section on human reproduction".

Mr Peter Fursey, secretary to the CCSS, said as far as he was aware, the London and East Anglian Group, the Midland Examining Group and the Welsh Joint Education Committee had made amendments to their syllabuses after the conference resolution was passed.

But Ms Nester Williams, WJEC examinations officer responsible for biology, said amendments were made to draft syllabuses before the conference.

A LEAO spokeswoman confirmed that contraception had been deleted from the straight biology syllabuses but said it was to allow other elements to be included.

References to contraception and abortion remain in the biology (human) syllabus, where they are approached from a biological rather than an ethical viewpoint.

And Mr Don Ramsden, secretary to MEG's committee, said contraception was a compulsory topic and was taught from a biological angle.

SEX EDUCATION

What teachers think

Next week

we publish the results of a

TES/MORI survey

For the first time

the professionals give

their view

EXTRA: Modern

languages

33-41

NOTICEBOARD

PEOPLE

Mrs Nikki Harrison has been appointed chairman of the adult education section at the Independent Broadcasting Authority education advisory council for two years in succession to Mr Joelyn Owen, chief education officer for Devon, who has retired after serving for nine years.

Dr Henry Drucker, senior lecturer in the School of Education at the University of Edinburgh, to be the first director of the new Oxford University development office.

Ms Janet Elliott, chief officer (educational operations) of the Business and Technicians Education Council, will be director-general of Pitman Examinations Institute.

CONFERENCES

November 15
New vocational initiatives in curriculum development organized by the south-west branch of the Centre for the Study of Comprehensive Schools at St Austell, Cornwall. Speakers include Jim Woodcock, Brian Stevens, David Smith and David Gorbett. Fee £4. Details from Mr Peter Salmon, St Stephen-in-Brannel School, Rectory Road, St Stephen, St Austell, Cornwall.

November 17-19
National Association of Advisers and Inspectors for Business and Economics Education conference in association with Her Majesty's Inspectorate at Stoke Rochford Hall, near Grantham, Lincolnshire.

Details from Ben Kelsay, BIS National Centre, Eford Avenue, Herefield, Southampton SO2 5DQ.

November 21-22
Images of women conference at Whitelands College, Putney, London SW15 with Marilyn Butler, Lisa Jardine and Cora Kaplan. Fee £3 (unwaged freed). Details from Ann Brook, English Department, Southlands College, London SW15.

November 23
Change or decay in further and higher education: the role of learning resources in curriculum change at the Cornaught Hall, University of London. Speakers include Mike Salmon, Robert Davies, Phyllis Gove and Dr D. Roach. Details from Peter Peck, Executive Officer, LRQ, 3 Laverock Hill, Millbank, London, W8 9EP.

November 23
National Council for Educational Standards conference on Priorities before the next election at the Royal Festival Hall, London. Speakers include Sir George Walden, Mr David Hart and Professor Brian Cox. Fee £12. Details from Mrs Margaret Smith, 1 Hinchley Way, Esher, Surrey KT10 0BD.

EVENTS

October 30 and November 6
Two seminars in a course on Technical futures and the economic crisis at the University of London extramural department, 26 Russell Square, London WC1. From 6.30pm to 8.30pm. The first is on Science and order: new technologies of social control with

Jonathan Rosenhead, and the second on Women, work and technical change with Tess Woodcraft. Details from Edna Clancy at the department on 01-636 8000.

November 7
Malcolm Coburn memorial lecture at the Waterloo Room, Royal Festival Hall at 6.15pm for 6.45pm on Is not speech a glory? by Rona Laurie, professor of speech, drama and public speaking at the Guildhall School of Music and Drama. Tickets are free from London Drama and Tape Centre, Princeton Street, London WC1. Please enclose a stamped addressed envelope.

November 7, 28 and 29
BBC English by Radio EFL. Broadcast at Brighton Polytechnic on Learning a language on your own (November 7); the London School of Economics on Pronunciation (November 28); and Edinburgh Broadcasting House on Varieties of English: which one should be taught? (November 29). For free tickets write to BBC English by Radio, PO Box 76, Bush House, London WC2B 4PH.

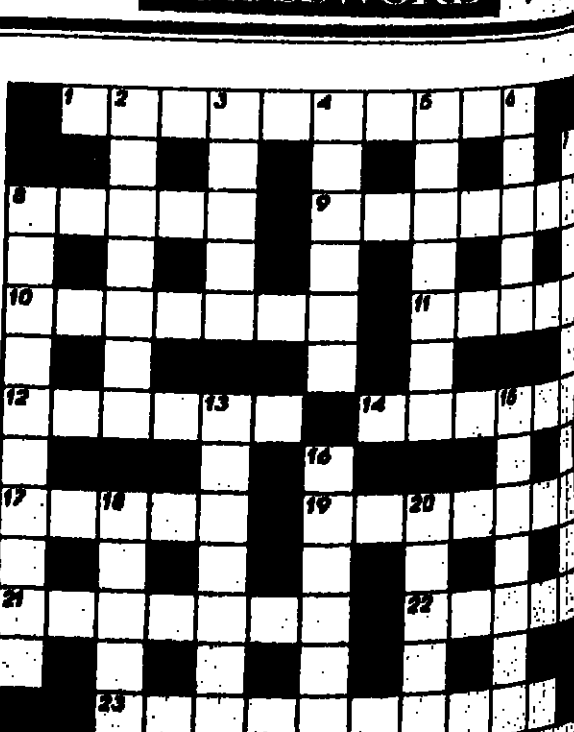
November 11
Reading the future of the interior text Forum for the Advancement of Educational Technology at the Tavistock Centre, 120 Belgrave Lane, London NW3 at 7.30pm.

INFORMATION

Special education: Professionals with responsibility for integrating physically handicapped children into mainstream schools.

Education and the early years: special issue of Greater Manchester Primary Contact available from R-Falbrother, Didsbury School of Education, Manchester Polytechnic, 799 Wilmslow Road, Manchester M20 8RR. Price £4 including postage. Issue 1 of Volume 4 (1986-87) has articles on special educational needs, maths, language development and the impact of new technology on primary schools.

No 277 CROSSWORD by Ruth



Across

1 Stream of water composed by Harcourt (5)
2 Form of high quality (5)
3 Country line is not a party to the Convention (7)
4 French started something (5)
5 In which interests to a thing of interest (5)
6 Such a pupil is likely to achieve (5)
7 The school one for the entrance (5)
8 In which a series of an entrance (7)
9 A sign of a person's character (5)
10 One of the parts of

Down

1 A full-blooded something (7)
2 Happens to come later (5)
3 Mass-produced legislation (5)
4 The school one for the entrance (5)
5 Such a pupil is likely to achieve (5)
6 The school one for the entrance (5)
7 In which a series of an entrance (7)
8 A sign of a person's character (5)
9 A very small device

PLATFORM

NEWS



Alan Evans warns that the in-service 'big bang', when a new system comes into force next April, could take away teachers' rights as consumers to plan their own professional development.

The right to choose

Disappointment with DES Circular 686, which describes the local education authority training grants scheme, is widespread. The disappointment is largely a result of the inadequacy of the funding provided for it. This failure to match up to expectation has already done much to undermine its chances of improving INSET provision around the country.

A less noticed but potentially more profound weakness in the circular is the absence in it of any genuine commitment to teachers improving their qualifications, their knowledge and understanding for their own sake. It is true that the first purpose it mentions for the new arrangements is "to promote the professional development of teachers" but professional development is a broad phrase which can suggest that development should be in relation to school or education authority needs. The whole tone and content of the rest of Circular 686 confirm this interpretation of the phrase. The other purposes listed, for example, are "to promote more systematic and purposeful planning of in-service training; to encourage more effective management of the teacher force; and to encourage training in selected areas which are to be accorded national priority." The dirigiste flavour of this recipe is unmistakable.

Of course, the consensus of those in the INSET field has shifted substantially over the past decade towards the view that INSET should be directed towards meeting school needs more effectively. This shift was in reaction to the traditional INSET where teachers took "courses" which, while they related to the medium and long-term needs of the education service, rarely had any immediate, constructive influence within the school. As such, the move towards school-based, school-focused INSET has been tremendous.

Nevertheless, it must not be forgotten that the traditional courses, particularly the award-bearing ones, very often met important career needs of individual teachers. While INSET must effectively meet school and local needs, a system which fails at the same time to meet the career needs of individual teachers is an inadequate one.

The potential for failure of this sort is evident in Circular 686. Whether award-bearing courses are provided at all is left up to the individual L.E.A.s and, given the scarcity of overall funding and the relative unit cost of such long courses, it will be tempting for them to concentrate solely on meeting school and L.E.A. needs. Already, news of authorities which plan few or no secondments at all is filtering through.

The James Report, which outlined the foundations of what could have been a broad and effective system of INSET provision, recommended that teachers should have an entitlement to a one-term release with pay for in-service training in every seven years of service, and eventually one term in five years. This was to be in addition to a much-expanded provision of other shorter activities such as school-based or local authority-based INSET. It offered several reasons for this important recommendation. It expressed 14 years ago, precisely the case that needs to be made now.

"... In building on the foundations laid by their initial training, teachers will acquire a clearer understanding of their own needs and problems. Later in their careers, such needs will arise and there will be new challenges. It is impossible to catalogue the diversity of needs that may arise."

James goes on to offer a series of examples of this case.

"All teachers ought to have opportunities to extend and deepen their knowledge of teaching methods and of educational theory... all teachers need to keep abreast of the results of educational research... all subject specialists will need to refresh and extend their knowledge of their special interests... teachers may wish, or need, to



The need for long INSET courses will continue to acquire new subject specialisms. The report stressed that in order to meet this diversity of needs there had to be "opportunities to obtain degrees, higher degrees and advanced professional qualifications."

The argument can be taken even further. A central part of the idea of professionalism is a commitment to deepening knowledge, improving skills and broadening experience.

It could be argued that the discipline of the market place will be good for the higher education sector

has the Department considered in enough depth the transition phase between the old system and the new?

Many higher education providers fear that the new arrangements will affect them adversely. Whereas the training will be just one option open to teachers to second teachers to higher education award-bearing courses, the new system, under which the pool is discontinued, offers no such inducement. From April 1987 onwards, secondments, like all other types of training will be just one option open to authorities making decisions about scarce resources for in-service training of teachers.

If higher education is to continue to provide extensive in-service education - and given present financial constraints it needs all the business it can get - then it will either need to make out an effective case for the traditional long course or move much further towards providing the INSET L.E.A.s, as consumers, demand.

This, however, poses major problems for higher education. One of these is that the annual grant arrangement is a financial instrument which conflicts with the time-scales for course development and execution in the higher education sector.

Second, institutions will, much more than before, be in direct competition with one another, since resources now, unlike in the days of the uncapped pool, are strictly limited. It could be argued - and it would be fashionable to do so - that the discipline of the market place will be good for the higher education sector; after all, won't the

market simply ensure that the survivors and that the bad and inefficient go to the wall, that the INSET provided will be what is wanted and that money will no longer be wasted on unwanted courses?

This argument is unsatisfactory. The first place it is not a free and open competition. Different institutions operate under different constraints: polytechnics and universities, for example, operate under unequal fiscal pressures. Second, it is doubtful whether the higher education sector has the skill or the inclination for such a commercial battle. Third, it is questionable whether academics should spend a significant part of their time as pedagogic entrepreneurs since competition in the market place is bound to conflict with the pursuit of academic excellence and of that which should lie at the heart of higher education.

Equally problematic for the advocates of market place discipline is the question as to who is, or should be, considered "the consumer." The arrangements place the initiative with the local authorities, subject to HOD approval. Control of INSET at authority level is in the hands of a variety of education administrators and trainers. How many of them are qualified to make decisions about what should be provided by higher education and what by the local authorities themselves? How many are qualified as "buyers" who can pick and choose between the offerings of different institutions? How many have the knowledge of the education system in England and Wales to exercise the consummate skill that the existing proxy votes on behalf of teachers require?

Most important of all, is it not that the local authority should be the sole consumer of INSET? Since both schools and individual teachers ought also to be considered as such, authorities devote some of their budget direct to schools, as the ones will, then individual schools will be shopping in the market place with relatively small amounts of money. Individual teachers also have direct needs; they ought to be considered as direct consumers of demand. As in employing a teacher, has a right to expect the teacher to enhance her professional expertise with the school and the authority. Equally, L.E.A.s and schools, to ensure that a teacher has access to non-employment and executed INSET.

This article has argued that the long course will be good for the profession and that there are requirements, capable of satisfying those requirements. The danger is that mechanisms of the new INSET arrangements, particularly given limited funding, will fail to do so. If that happens it will not only be to the detriment of both the higher education sector and the individual teacher, it will also mean that the dirigiste utilitarian forces within the education service have captured the more citadel.

Alan Evans is senior education officer of the National Union of Teachers

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I	A	R	Y	
A	R	Y		
R	Y			
Y				

Avon calling

Interesting developments at Bristol where last year Mr Jonathan Savory, who was once married to a West Indian, took to print and waded into the anti-racist lobby. He is a teacher in the local authority's multi-cultural education centre. His bosses, Avon education authority, considered "disciplinary charges" but couldn't make them stick so he soldiers on attached to Merrywood comprehensive.

But, enter stage far left, another character. To the staff of Merrywood this term, Avon has appointed Mr Canje Shuker, a new recruit to the science department. The two men are set by reputation unknown to each other. Mr Shuker was a student at Bristol University last year and just happened to be chairman of the Socialist Workers' Party branch at a time when some students were trying to break up the history lectures of Professor John Vincent because he was a regular contributor to *The Sun*.

Stand up the man who shouted "Threat!"

PS Last month Avon education committee backed the governors of Bristol Polytechnic in preventing Mr Ray Honeyford, the Bradford head (TES, 1864-88) from speaking on the campus.

Fixtures fix

While the floodlights are going out all over London schools' sports pitches, one beacon burns as brightly as it did when it was first lit 85 years ago. Alan Wright took over football at Holloway School, North London, in 1900. After writing to 300 schools during the summer about a fixture for this season he received replies from just 28. Well, the club is still to come: of those 18 informed him they no longer played inter-school fixtures. He tells how last season his school reached the last eight of three London open competitions without even kicking a ball. Each set of opponents conceded the game.

Hardly surprising he does not confine his bitterness to changes in the philosophical arguments for team sports. He harangues the schoolmasters who run the English Schools' Football Association for not allowing boys to come under the wings of professional clubs - and then only under restrictive conditions - until they are 14. "Would you get a ballet or music teacher failing to pass on talent to a higher level?" he asks.

Has he any claim to speak with authority? He reckons so. During those 28 years no fewer than 30 boys from Holloway School have become involved in some aspect of professional football with 18 of them - Charlie George probably the best known - gaining international honours.

Home groan

If Peter Brinveils is determined to push ahead with his list of books for banning, he ought to pause and consider the case of Margaret Atwood, Canadian writer quoted at 7/1 on the short-list at last week's Booker awards.

Canada is a country so insecure in its national identity that campaigns are waged across the continent to play down US, British or French influences and promote its home-grown writers.

Atwood's moving dramas of the simple Canadian folk have made her the acknowledged pick of the crop.

Unfortunately the drive to promote nationalism through Canadian studies in the core curriculum ran slap into a school board's ban. Mr Brinveils' dream of a banned book list is alive and well in Canada. Margaret Atwood's books were banned as too sexually explicit.

Acronym

Recruitment procedures will be reviewed. Public making appointments, including governance, are to be given training in equal opportunities and

Barry Hugill reports on the latest developments in the McGoldrick case and Brent's attempts to appoint specialist teachers to develop an "anti-racist" approach...

Labour presses Brent to reinstate suspended head

Labour councillors in Brent are under mounting pressure within the Party to reinstate Miss Maureen McGoldrick, the suspended head of Sudbury infants school.

Last week Mr Giles Radice, Labour's education spokesman, wrote to Mr Ron Anderson, chairman of the Brent education committee, describing the continuing suspension of Miss McGoldrick as a "vindictive act".

Mr Radice has the full support of the Labour leader. Mr Neil Kinnock, and of Brent East Labour MP Mr Reg Freeman. The Brent North constituency party has also passed a resolution calling for Miss McGoldrick's immediate reinstatement.

Last week Mr Justice Roch ruled in the High Court that Miss McGoldrick should be reinstated. The governors of her school had cleared her of any misconduct and according to Brent's articles of government that should be the end of the matter, he ruled.

Brent is now awaiting advice from counsel regarding an application to the Court of Appeal. Mr Anderson says that Mr Justice Roch's ruling contains serious implications for all L.E.A.s. In the meantime, he has refused to reinstate Miss McGoldrick.

If a decision to reinstate her is not taken by Monday when schools reconvene after half term then it is almost certain that Brent NUT members will go on strike. A strike ballot is planned for Monday.

The NUT, Miss McGoldrick's union, is furious that Mr Anderson chose to make further allegations against her on a television chat show. He said that further evidence was now available to show that she had made a racist remark to a council officer.

Mr Graham Clayton, the NUT legal officer, has accused Mr Anderson of attempting to "slur" Miss McGoldrick by giving the impression that the governors would not have cleared her if they had heard all the evidence.

The "new evidence" is not new at all, he claims, but a statement prepared by a teacher at Sudbury junior school, the sister school to Sudbury infants, in which he says that Miss McGoldrick told him that she had been summoned to a meeting with Brent officials for saying that "I don't want a black teacher."

But his evidence also states that Miss McGoldrick went on to deny that she had made the alleged remark, says Mr Clayton.



High Court victory smile from Maureen McGoldrick... but she remains suspended.

Government puts authority under spotlight

Brent Council is to co-operate fully with the Department of Education and Science and Home Office "investigators" who are to scrutinize its education policies.

Mr Kenneth Baker, the Education Secretary, has asked HMI to undertake a full inspection of the council's schools while Mr David Waddington, a Home Office junior minister, has demanded that the authority's Labour leaders provide him with details of their plan to use Section 11 funding to appoint 174 teachers with special responsibility for developing "anti-racist curriculum strategies".

Section 11 money is available to education authorities who have to provide for substantial numbers of pupils of Commonwealth origin whose language and customs differ from the rest of the community.

An HMI spokesman denied this week that the inspectors would be going into the schools to check on the activities of the 174 teachers, who have been dubbed "race spies" by the tabloids. They could not do that because the teachers have not yet been appointed, he explained.

The inspectors would be "carrying out their normal duties", he said. Twelve primary schools and six secondary schools will be visited by a team of about 50 inspectors who will start work by the middle of November. Their report will be published next Easter.

A final decision on the funding of the Section 11 posts will not be dependent on the HMI report, the spokesman said. "It is important to understand that this inspection is not concerned

solely with race and will cover the full range of educational provision."

Mr Waddington has written to the council explaining that he is not prepared to release Section 11 money until he is convinced that it will only be used to help ethnic minority pupils.

Mr Russell Proffitt, Brent's principal race relations adviser, said this week that the decision to appoint the 174 teachers was taken with the full knowledge of both the DES and the Home Office. It followed a change in the rules governing the awarding of Section 11 money.

Until the summer of 1985 Brent had used Section 11 funding to "top up" the number of teachers in its schools. But under new Home Office rules introduced last year money can now only be used on "specific" projects geared to the needs of ethnic minority pupils.

The plan to appoint the 174 staff was developed in response to the rule change and followed a consultation with teachers and parents. It had met with no opposition from the Conservatives on the council, the Home Office or the DES, said Mr Proffitt.

The majority of the 174 appointees will be teachers - 77 will be based in primary schools, 28 in secondary schools, with the remainder split into teams that will visit different schools.

The main tasks will be to develop the curriculum along anti-racist lines, involve more black parents in the work of schools, and develop under-five provision in the borough. "They will be working very much along the lines laid down by the Swann Report," said Mr Proffitt.

... meanwhile, James Meikle reports on a project to appoint race equality officers

Ealing to monitor minorities

The London Borough of Ealing is to appoint race equality officers to monitor initiatives designed to improve opportunities for black and Asian pupils and teachers from ethnic minorities.

The new watchdogs will not be responsible to education department heads but will be members of a separate unit supervising race issues in all the borough council's services. The education department itself is also likely to employ inspectors and advisory teachers with specific responsibility for racial equality.

The Labour education chairman Mr Hilary Benn outlined the plans at a meeting organized by the National Convention of Black Teachers at Ealing town hall on Tuesday.

The council will start monitoring ethnic origins of both pupils and teachers in Ealing. The borough has a substantial number of Asian children but a relatively low proportion of black teachers, and only two black headteachers.

The council will start monitoring ethnic origins of both pupils and teachers in Ealing. The borough has a substantial number of Asian children but a relatively low proportion of black teachers, and only two black headteachers.

Recruitment procedures will be reviewed. Public making appointments, including governance, are to be given training in equal opportunities and

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NATE criticizes advice on English

by Sue Surkes

The Education Secretary should distance himself from the "narrow" approaches of recent HMI documents on the teaching of English, says Mr Patrick Scott, chairman of the National Association for Teaching of English.

Mr Scott said the HMI document *English from 5-16: The Response to Curriculum Matters 1* had been shackled by the narrow terms of the original and much criticized *English from 5-16*.

"Whether children should be taught grammar is pointless to discuss," he said. "Teachers, alarmed about GCSE, waited to 'know how' to improve pupils' oral fluency and written work, what to assess and how to go about it."

Mr Scott said Mr Baker should move along the lines he put forward at the 11th World Congress on Reading held in London during the summer. There, the education secretary said that too many schools taught language skills in

isolation from practical contexts and did little to encourage critical thought through language. He pointed to a need to develop competence in speaking and listening.

Mr Scott said: "If we asked the Secretary of State to do anything, it would be to say that if he wants to high profile English teaching then do it in terms of the points he made in Reading, not in one narrow area no longer central to how English teachers are thinking at the moment."

Mr Scott said the apparent reluctance to ditch the English from 5-16 approach probably reflected political pressures. It could be seen as "an attempt to keep on the agenda matters which are important to the Tory Party."

He said the approach to language by schools was being questioned in trying to make children competent in using language in a variety of contexts.

Art archive to be opened

by Owen Surridge

The decision to set up a national design education archive has been hailed more than 50 years of design and disagreement.

A new association of educational institutions has agreed to build a register of material reflecting the origins and development of art, craft and design education.

Competition between institutions to house a national collection until now, wrecked moves to open the archive. But anxiety among art, craft and design educators over destruction of past work has led to the agreement.

A small steering committee led by David Christwood of Liverpool University has until the end of the year to set up the archive.

Home groan

If Peter Brinveils is determined to push ahead with his list of books for banning, he ought to pause and consider the case of Margaret Atwood, Canadian writer quoted at 7/1 on the short-list at last week's Booker awards.

Canada is a country so insecure in its national identity that campaigns are waged across the continent to play down US, British or French influences and promote its home-grown writers.

Atwood's moving dramas of the simple Canadian folk have made her the acknowledged pick of the crop.

Unfortunately the drive to promote nationalism through Canadian studies in the core curriculum ran slap into a school board's ban. Mr Brinveils' dream of a banned book list is alive and well in Canada. Margaret Atwood's books were banned as too sexually explicit.



Noises off: Josette Bushell-Mingo on stage in *Gebb*, a picture story play put on by Rainmaker, a new children's theatre company. The play is very suitable for deaf or hard-of-hearing children and is directed by Tim Barlow who has a severe hearing loss. Rainmaker are ending the tour with a gala performance in London. Proceeds will go to the National Deaf Children's Society.

Healthier but not always that much wealthier

Research reports, dull, worthy, heavy as Christmas puddings, tumble out of colleges and common rooms by the kilo, each intent on improving the quality of education. A welcome change then when one appears unashamedly unconcerned with that noble ideal and wholly preoccupied with instructing teachers in how to look after Number One.

John Wilson is a departmental head at Mid-Kent adult education centre. His report is a 20-page booklet on how just over three dozen teachers left the job to try something else. The title, *They escaped!*, is both over-sensational and distastefully exultant, reflecting no credit on his attitude to the profession but then, it emerges he has himself already one leg over the wall into publishing and is eager to swing the other after it. So he deserves commendation for a title none of his intended market will be able to resist.

Talk of "escape" suggests wardens trying to keep you in. In fact, Sir Keith Joseph said a couple of years ago he was looking for a seepage from the profession of about 9,000 a year over the next few years to let some new blood in.

Bert Lodge on a new study of teachers who have 'climbed over the wall'

sports centre management... the biggest subject specialism of Mr Wilson's escapees was English. But one should not minimize the size of the step taken by teachers who decide to get out, especially as the biggest segment (37 per cent) of the sample had already served more than 10 years. That means they were more likely to have family and commercial commitments and it takes some nerve to place spouse and children in hostage to fortune (55 per cent were married).

None regretted having left the job, though of those who had started their



own business (44 per cent) three out of four were still earning under £10,000 a year compared with the one in three who was making £20,000. More satisfaction, self-respect and confidence were the benefits acquired. One escaped teacher replied: "I look 10 years younger."

The project was initiated by a letter to a newspaper which attracted 100 replies from people now in 90 different occupations. Just over half of those agreed to complete a questionnaire. Although one of these had left teaching as far back as 1962, almost a quarter of them had left only last year.

The reason for leaving was given most often (39.5 per cent) as lack of support and appreciation from the school and society itself, and poor salary (31 per cent). Lack of resources and cutbacks were blamed by 26 per cent, followed by discipline problems (24 per cent).

Most of those going into business themselves developed a hobby as a interest such as games, woodwork, writing, books, painting. Others opened a sideline such as part-time tutoring while a few started guest houses.

One respondent trained in message got on to an enterprise allowance scheme and finally took a "funding post". Another, to the question "What advice would you offer to those contemplating the step?" replied "Get out now!"

They escaped! A survey of teachers who escaped successfully (and how they did it). By John Wilson. Weidenfeld & Nicolson, 4 Weavers Court, Goudhurst, Kent. £2.50 (post free).

Authority accused over special needs cutbacks

by Howard Sharron

One of the largest authorities in the country has been accused of breaking the law in its attempt to limit its financial commitment to the integration of pupils with special needs.

Birmingham Education Authority has also been charged with placing undue pressure on educational psychologists to "fix" their advice on children with special needs to conform to constraints on resources.

The city's education committee has recently placed a two-year limit on the length of time children with special needs can stay in ordinary schools.

If, after the two-year period, children still need extra support to stay in the mainstream, the Birmingham policy will be to put them back in special schools or units.

First publicized in the specialist magazine, *Special Children*, the policy has been motivated by the relatively high cost of providing support to statemented children in mainstream classes.

However, it does not only affect children's chances once they have secured mainstream places. The authority is insisting that educational psychologists should use the two-year time limit as a criteria to assess whether it is worth placing children in the mainstream in the first place.

The policy is based on a report called *Integration of children with special needs into ordinary schools*, which has been passed on to the TES. It points out the high cost of maintaining statemented children in mainstream classes. For the present 19 children the

cost is £63,000 and for a further projected 15 cases the figure is set to rise by another £50,000. There is not enough money in the budget to meet the cost, says the report.

"The support (given to statemented children in the mainstream) which is effective must be of a strictly limited nature and temporary, subject to regular review to achieve identified goals and will not be extended beyond two years," the report states.

Signed by chief education officer Mr John Crawford, the report adds: "If the needs are significant and potentially long-term, provision will be made in a special school or unit in an ordinary school."

Mr Peter Newell, of the Children's Legal Centre, condemned the policy as being illegal and completely contrary to the spirit of the 1981 Education Act. It did not acknowledge the authority's duty under the Act to meet children's individual needs, he said.

"There is also a clear attempt to put unreasonable pressure on psychologists to tailor their advice to children and parents to fit the i.e.s. policy and to fit the authority's policy."

A spokesman for the authority said: "The report must be seen in the context of integration policies being pursued by the council. The report actually takes this policy further and provides non-teaching support and equipment not already catered for in the normal provision available within schools. There is a shortage of resources nationally for special needs. This means a more modest initiative than the authority would have wished to pursue."

Court to rule on closure

An award-winning comprehensive school took its battle for survival to the High Court in London this week.

Ongar comprehensive school, Essex, winner of a schools curriculum award in 1984, is due to close by 1990, because of falling rolls. But it is claiming that the county council has ignored community needs and the wishes of parents.

Parents and teachers at the school are being supported in their High Court action by Ongar Parish Council. They are arguing that the council acted unlawfully by failing to consider the impact that the closure of the school would have on the community. They also claim the council did not carry out proper consultations.

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PRIMARY

Early years: Crumbling buildings force playgroups into the cold

Formal pre-school education programmes can impede a child's later school and personal development, according to new research as yet unpublished in the UK.

The research, revealed to the 400-strong conference audience by Dr Kathy Sylva, fellow of Jesus College, Oxford, looked at four-year-olds in three types of pre-school education.

It is an extension of the HiScope programme which compared children who attended and carried out their own pre-school programme work with children who had not experienced any pre-school provision at all.

A third of the children in the new study were in HiScope, a third in "ordinary" nursery provision, and a third in Distar, the formal system which Dr Sylva described as "heavily skill-based and seat-based". The children were studied at five, eight and 15 to find the subsequent effects of their pre-school experiences.

While there was little difference in the 15-year-olds' IQ or standard tests, there were profound differences in other fields. Children who went through Distar pre-school education were more likely to be delinquent (12.83 per cent as compared to HiScope's 5.44 per cent), more likely to abuse drugs, less likely to play sport (56 per cent of the Distar pupils never participated compared to 6 per cent of HiScope and 24 per cent of nursery school pupils), and less likely to read (31 per cent as compared to 69 and 59 per cent).

None of the Distar children got holiday jobs, compared to 12 per cent of the HiScope and 33 per cent of the nursery school children.

Eight per cent of the Distar pupils dropped out of school and 50 per cent went on to post high school education. Of the two other groups, none dropped out of school and 77 per cent of the HiScope pupils went on to study further, as did 64 per cent of the nursery group.

Dr Sylva said the three groups of children also thought very differently about themselves. The HiScope teenagers had better relations with their families, contributed more to household expenses and were happier about their family's attitudes to them.

The research showed that children who faced too tight a programme at four did not plan their own lives and that the Distar programme children went "steadily downhill" from their first days at school.

It might be, she suggested, that teachers picked up on the way children acted on entry to school.

Mature and self-motivated children were better considered by their teachers and, in turn, thought more highly of themselves. This positive self-image continued throughout their schooling.

"If we are educating four-year-olds for competence in life," she said, "we can forget about the alphabet and about the names of colours if we want them to be engaged, co-operative and have high aspirations."

● Schweinhart, L.J., Weikart D.P., and Larner M.B., "Consequences of three pre-school curriculum models, 3-15", *Early Childhood Research Quarterly*.

Many playgroups operate in appalling physical surroundings, according to Mr Willem van der Eyken, author and researcher into early years' education. Mr van der Eyken, speaking about a survey which looked at 18,209 organizations catering for the under-fives, said that he found many of the playgroups operated in buildings with leaking roofs, no storage and no heating.

Another survey, carried out by the Pre-school Playgroups Association, came across the same findings when monitoring how money awarded under the Department of Health and Social Security small grants scheme had been spent.

Speaking after his conference address, Mr van der Eyken said that many playgroups were applying for grants because they were in such dire straits.

"It is astonishing that thriving playgroups have to close because of the

freezing conditions, because the roof is dripping or because there is no storage."

He cited one example where children were playing outside with only a row of chairs to stop them running into the road. "The PPA ought to carry out a national survey," he said, pointing out that he was criticizing the facilities, not the work of the playgroups.

Mr van der Eyken also said he was surprised that the £6.5 million DHSS survey was not funded by the Department of Education and Science as well.

A joint circular from both departments in 1976-78 had proposed joint provision for the under-fives. "It should have involved both sectors if these circulars had any value," he said.

He was also concerned that the programme did not involve teachers. There was a lack of qualified or trained staff in many of the programmes he was looking at. "Many are funded through the Manpower Services Con-

mission and the staff change every year. There is a problem of retraining each time."

Mr van der Eyken said he personally had looked at 100 projects offering pre-school provision. He found enthusiasm for involving parents, but many programmes were designed to occupy rather than stimulate children.

"The emphasis has moved from the children themselves to the community; the message we preached years ago about bringing in parents is almost over-stated now. There are programmes where the aim is to occupy the children so that we can work with the parents," he said.

He had also been disappointed by the lack of innovation and by the failure to provide a different programme for older children. "We have to do more to pick out their needs and to enhance the quality for their provision," he said.

Study shows serious gaps in schools road safety

Almost two-thirds of primary and middle schools in the United Kingdom have no structured road safety education, the report of a three-year survey commissioned by the Department of Transport revealed this week.

Virtually all schools (98 per cent) lack guidelines for staff, and only 62 per cent have a teacher with specific responsibility for road safety.

The research, carried out by the University of Reading for the government road research laboratory, published as latest statistics show that more than 5,650 five to 14-year-olds were killed or seriously injured in Britain's roads last year.

The report points to "an urgent need for wide-scale in-service training courses for teachers" and insists the road safety education should be an integral part of the curriculum in all primary schools. It also indicates an urgent need for a National Centre for Road Safety Education in Schools.

It recommends that a pilot scheme be set up in two or three local education authorities, involving road safety and health education officers, teachers, parents and the police to monitor methods of raising awareness in schools and the community.

Road safety officers are urged to review entrance qualifications of potential road safety staff and to make training courses more appropriate to the needs of education.

Liaison between the different school and community interest groups is inadequate and the report calls for closer links, stressing that it is not enough, however, for schools to depend on occasional visits from outside safety speakers.

In 30 per cent of schools, road safety education took the form of project work. Only 15 per cent offered a specific course, while 14 per cent offered it as an integral part of other subjects.

The most common resource materials were those produced by local safety officers, the Schools Council and Health Education Council S-J curriculum material, films and commercially-produced work.

According to the report, one in ten schools involved road safety officers in planning road safety education and in six out of ten schools police gave safety talks.

However, there was no reported instance of a local education authority adviser or health education officer being involved in road safety education.

Teacher training provision was poor. Only 15 per cent of schools reported having at least one teacher attend an in-service course.

Seventy per cent of road safety officers said they were hindered by a shortage of staff, the low status of the subject in schools, and a lack of interest and poor communication among teachers.

Road Safety Education in Primary and Middle Schools: A UK Review is available from Transport and Road Research Laboratory, Old Wokingham Road, Crowthorne, Berkshire.



Safety second: until the death toll rises

Ian Nash on the hidden dangers at school

When Mr Peter Boulter, Cumbria's director of education, thinks about health and safety in schools, he desponds. "Legislation has led us into a situation where no local education authority can hope to meet the requirements of the law."

The implications of that legislation are so terrifying that you have almost got to walk away from them," he told a national conference of about 50 i.e.s. health and safety advisers and consultants.

His words are ironic - Cumbria education authority has become a leading exponent of good school policy since the 1974 Health and Safety at Work Act came into force.

His needs are no different from any other authority, yet the disturbing interim results of a national survey, commissioned by Cumbria, reveal grossly inadequate monitoring of policies in practice and too few trained staff in most i.e.s.

Typically, the survey showed, one adviser was expected to cope with the demands of 17 departments - including education. In another authority, the adviser was solely responsible for the health and safety of 19,000 employees and 80,000 pupils.

More must be done by i.e.s. to replace the present system of crisis management with proper training initiatives, according to a detailed study of 20 authorities in England and Wales to be published later this year.

Like most authorities, Cumbria's biggest problems stem from decaying buildings that should have been demolished decades ago. Much workshop machinery is faulty or obsolete, ventilation and lighting in laboratories is poor and hygiene requirements go begging.

"Health and safety is not sexy or attractive to the media until something goes wrong like the Lands End disaster," said Mr Boulter.

Asbestos and lead paint hit the headlines and were removed. Never-

theless, Cumbria has a list of needs, including the backlog of building maintenance, which could swallow £28 million a year for 10 years. "Our expenditure on buildings is woeful."

Far from blaming the present administration, however, he said: "So much is history." For more than two decades annual capital expenditure had never exceeded £2million. He does not think the politicians will receive a demand for a 14-fold increase favourably.

Fire precaution is one of 18 categories that Cumbria has in its list of health and safety needs. General upgrading of escapes and alarms could cost £1million a year, Mr Boulter is unlikely to get it. Most i.e.s. give this low priority because, in the words of one conference delegate: "No child has died in a school fire since records began."

But as another delegate protested: "People said the same about the safety of football stands before the Ibrox Park and Bradford disasters. What about Flitborough? That won a safety award just before the accident."

Yet another warned: "It is only a matter of time before the increasingly litigious Factories Inspectorate steps in and closes a school as unsafe."

On fire safety generally, the Royal Society for the Prevention of Accidents (RoSPA) is far from sanguine. It says the fire brigade are called to between 1,800 and 2,000 school fires every year and more than half are classified "malicious ignition."

Official records and statistics, however, disguise greater tragedies. Recently a Cheshire schoolgirl died after her clothes caught fire in suspicious circumstances. Death was from medical complications that followed - not a statistic for the lists of fire deaths.

In a recent RoSPA study in the North East, 30 per cent of five to 17-year-olds interviewed admitted to acts of vandalism and many boasted that they would do it again.

So clearly, not all worries are associated with the age of buildings. An epileptic girl died from medical complications after tumbling down stairs during a fit. In a Stockport school 15 pupils were seriously injured in a chemical accident.

In a bid to find the most cost effective training programme, Cumbria commissioned the survey and set up what was, surprisingly, the first national conference for health and safety advisers since the 1974 Act. It was held in Kendal, Cumbria, last week.

The Act did not alter the responsibilities of teachers and other staff, it merely changed the nature of any infringement from a civil offence to a criminal act. With that goes the prospect of a heavy fine or even imprisonment.

Mr Chris McAllister, open learning officer for Cumbria and organizer of the conference, said most teachers were wary of assuming health and safety responsibilities without the means to discharge them. "If authorities lack the political will to refurbish schools there is little hope."

Nor can central government be called to account in court. As Mr Harry Slater, senior education officer for Cumbria, told the conference: "The Secretary of State limits the amount we use in capital and revenue expenditure under the 1944 Education Act."

"He can also reduce minimum standards defined under the health and safety regulations in the interests of national economy."

Local education authority officers are loath to demand more money for health and safety when this is at the cost of teaching staff.

Faced with pressures on all fronts, Cumbria is planning an open learning pack, produced aimed first at training management who will then pass health and safety training on to the schools.

With the information gathered from the conference and survey it is hoped to press the Department of Education and Science and the Health and Safety Executive for more resources and better guidelines on the regulations.

The survey, however, suggests changes that could be brought about immediately, said Mr Jim Norbury, the consultant responsible for the study which, he stressed, while being "only interim" was more than adequate for general conclusions.

Monitoring was fully effective in less than a quarter of i.e.s. studied. In three it was "very limited indeed." Six advisers said spending constraints ill-ruled the development of effective policies.

More than half the authorities had just one adviser. In only four was that person in the education department. Most were attached to central teams with minimal awareness of the needs of schools.

Only 20 per cent of i.e.s. required secondary school headteachers to give written statements of school health and safety policy. Where this did happen, authorities also appeared to have a more progressive approach with well thought out policies and good communications networks to help teachers.

Advisers doubted the ability of any authority to sustain a long-term policy of "crisis management". In the words of one adviser in the confidential survey: "We are sitting on a time-bomb, waiting for it to go off."

Mr Norbury's fears were echoed by individuals at the conference whose descriptions of their tasks varied from



Off the wall: advisers see the school safety problem like a time-bomb waiting to go off

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attention to health and safety during teacher training was emphasized in the survey. The DES needed to pay particular attention to this, he said.

Despite his misgivings about the lack of trained people in health and safety, he was, however, "impressed with the professional training and ability of the safety advisers in education. They are doing an effective job in far from ideal circumstances."

Undoubtedly, every authority has to train and retrain teachers as health and safety legislation dictates. It must also provide adequate equipment in a safe place of work.

What that means, say for the history teacher asked to cover for an absent PE teacher or for a maths teacher taking a chemistry lesson at short notice, is still open to question.

But all delegates agreed that all staff needed to consider these issues in a co-operative forum of in-service training.

The only alternative seemed to be to test the limits of the law through an endless series of arduous exchanges in the courts. And that, delegates felt, could do nothing but damage the education profession.

Time and again, the need for more

"The only alternative is to test the limits of the law in the courts"

"Fire-fighting" to "keeping your finger in the dyke."

Some authorities were hampered by undue suspicion of the trade union health and safety representatives.

"These should be used as an arm of the monitoring process," he said. He also suggested the adoption of audit systems to grade, assess and prioritize health and safety needs at a time of limited budgets.

Time and again, the need for more

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Report calls for appointment of parent advisers

by Jeremy Sutcliffe

A blueprint for the development of parental involvement in education has been drawn up by the National Confederation of Parent-Teacher Associations.

It includes radical proposals to alter teachers' contracts and to appoint "parent advisers" in each of England and Wales's 104 local education authorities.

The proposals are set out in a report, *Parents - Partners in a Shared Task of Education*, launched this week, which has taken two years to prepare. At the launch in London on Tuesday, Mr James Hammond, NCTA deputy general secretary, said: "We are a bit sick and tired of listening to people who say parents' views matter, but do nothing to make them count. We are trying to make our views count."

The report welcomes the Government's legislation, contained in the new Education Bill, to boost the role of parents and governing bodies of schools. But, it says, the changes do not go far enough.

Noting the Government's aim, set out in the White Paper, *Better Schools*, that "parent and school should become partners in a shared task", the report calls for:

- an improved national structure for parents' organizations, run by full-time officers. The aim would be to offer Government ministers a parental view of educational issues, to stimulate parents' interest in schools, and to reinforce the importance of learning in the home.

- the setting up of area federations in every L.E.A. without a vote - on all education committees and sub-committees. Parental interest will be promoted through area level meetings, conferences, seminars and workshops for parents, and by dissemination of material through "available outlets" at the school gate if necessary. Each area federation would have a full-time development officer.

- each L.E.A. to accept responsibility for promoting parental interest by the appointment of an advisory officer with responsibility for developing closer links with parents. L.E.A.s should also produce policy documents on home-school links, and allocate time for heads and their staff to initiate home-school activities.

- governing bodies to ensure staff are appointed who acknowledge the need to co-operate with parents. Home-school liaison should become a standard topic in all interviews for teachers and headteachers' posts, and employment contracts should contain clauses which encourage parental involvement. This may include a clause making staff accountable to the governing body for a range of activities designed to involve parents.

The report calls for the organizations at both local and national level to be grant-aided. Present preparation and production of reports and other materials, organization of conferences and training sessions, and consultations with the Government and other bodies on education issues are all hampered by lack of funds, it says.

"It is desirable that, like our European colleagues, leaders within national organizations should be full-time paid officials, and that each area organization has the services of a full-time development officer, whose responsibility would be to liaise in the L.E.A. area."

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Remember, remember: the season of gunpowder, treason and plot has hit the computer age. A fireworks safety game has been sent to all secondary schools by the Department of Trade and Industry in an effort to cut down the number of children injured during the count-down to November 5. Mr Michael Howard, Minister for Corporate and Consumer Affairs, looks on as a girl tries out the game.

Dole vetting 'absurd'

Youth agencies fear that the intensive interrogation of dole claimants due to be introduced by the Government today will have a disastrous effect on part-time college attendance by the young jobless.

Unemployed youngsters have won the right - after a long fight by colleges and the youth employment lobby - to draw benefit while studying under what are known as the 12-hour and 21-hour rules.

The fear is that the new requirement for claimants to convince benefit officers that they have been actively looking for work every day will disqualify youngsters from making use of these provisions.

Mr Andy Whyte, rights officer of the British Youth Council, said this week: "The rules are already so complex that many young people are discouraged from studying. Now the Government is creating a further minefield around the courses."

Mr Paul Lewis, director of Youthaid, said it was absurd for youngsters to look for jobs that don't exist, when they could be spending their time getting qualifications to improve their real job prospects.

The organizations are also angry about the Government's instruction that claimants must be willing to take jobs outside their home town.

Families unite in plea for full grants

New proposals to give students greater financial independence have come from the country's leading parent and student bodies.

The National Confederation of Parent-Teacher Associations, which represents 14 million parents, has called for the present system of distributing grants through local education authorities to be scrapped. Instead, it wants all students to receive full grants, leaving parents to contribute through the taxation system.

The National Union of Students has called for the "age of independence" at which students automatically qualify for the full grant, to be reduced from 25 to 21. The NUS has put the bill at £68 million.

The proposals were presented to the House of Commons Select Committee on Education, which is looking at the whole issue of student awards.

The NCTA, which represents 6,000 P.T.A.s, told the committee that students must not be dependent on parental contributions, especially as present parents were under no legal obligation to pay.

They said there was substantial evidence, drawn from consultations with parents in 14 L.E.A.s, that young people were deterred from going to higher education because of the financial value of grants and their parents' financial burden on their parents.

There was also considerable support, they said, for the idea of a loan system. Although some parents felt loans would teach self-reliance, the majority felt they would cause considerable worry over repayment and would deter even more parents and youngsters from considering higher education.

Parents repeatedly stressed that students were legally independent and should therefore be financially independent. Their entry into higher education should not depend on their parents' willingness to make "voluntary" contributions.

The NCTA was searching about the current "bureaucratic duplication" which meant the L.E.A.s and the Inland Revenue gathered similar information on parental income.

"We would like students to be paid the full grant and we would like parents to pay through the taxation system in some way," said Mr James Hammond, deputy general secretary of the NCTA.

The proposals echo a similar one put forward by students and the Social Democratic Party Committee.

L.e.a. fears revealed over poor quality cover

by James Meikle

Schools in some local authorities are suffering from an acute shortage of competent supply cover, according to a study by the National Foundation for Educational Research (NFER).

And education officers are accusing a number of supply teachers of a lack of commitment and of working "purely for the money".

But the survey, written by Mr Peter Earley, balances the criticisms of poor quality against the problems supply teachers confront.

It says that relief teachers do a difficult and demanding job. They are invariably retired teachers or married women re-entering teaching after a career break to have children. They often struggle to cope with different routines in schools and are "fair game" for pupils out to test their powers of discipline.

The report acknowledges that continuing industrial action has increased cover problems facing authorities but says the difficulties would still be there even with peace in schools.

Education officers and school heads thought most problems on cover could be solved "with relative ease" if the political climate made extra spending acceptable.

Mr Earley adds that extra investigations should not be avoided because of conflicting arguments about whether, and for how long, permanent staff should cover for absent colleagues before cover is called in.

He says data on the patterns of absence collected in 1984 for the CLEA/ST conditions negotiating body should be updated and expanded. The 1984 information suggested that nearly half the absences were due to sickness.

In-service training accounted for 11 to 12 per cent of absences and school journeys for another 10 to 12 per cent. Materially leave accounted for 16 per cent of absences in primary schools while examination board meetings were responsible for 9 per cent of absences in secondary schools.

Mr Earley shows that cover arrangements vary both in the length of time schools are expected to "carry" absences and in the way supply staff are pooled. He notes that teachers covering for long-term absences are usually on Scale 2 while those on lists drawn up by individual schools are Scale 1 posts.

The report points out that training of supply teachers is relatively rare. Some teachers said they needed advice on teaching children from a variety of ethnic backgrounds and ability levels.

Although the report stresses the importance of building confidence in supply work, Mr Earley says this could be difficult. Individuals who got such training were not available for supply teaching while on courses and hence would not get paid. Yet, because they were "unavailable for work" they would not be entitled to unemployment benefit.

He says there is also debate over transferring full-time experienced teachers from schools to supply work for short periods. Some officers and teachers believed this would benefit the teachers themselves in terms of experience and career prospects. Others felt that supply teachers would not have the same opportunity to be involved in long-term planning of school curricula. Teacher exchanges would be a better way of widening the experience of school-based staff.

Mr Earley notes other ideas on cover - including the employment of less-qualified and lower-paid staff to supervise or "child-mind" classes.

Questions of Supply - An Exploratory Study of External Cover Arrangements is available at £1.50 from the National Foundation for Educational Research, 41, St. George's, Berke. It is based on the opinions of heads and deputies in 31 schools in four L.E.A.s, education officers and teachers in 10 L.E.A.s and eight supply teachers in two L.E.A.s.

Sue Surkes reports on a Wiltshire school which is breaking away from the tyranny of the traditional timetable

Wiping the curricular slate clean

There is something curiously refreshing about being allowed to walk into a secondary school classroom and engage in debate about the meaning of life with an 11-year-old.

Linus Liew spoke eloquently on the subject. He had been pondering on the things that make life worth living and on such abstract notions as emotion. But then for all of this half term, he, like the other 124 pupils at Greendown Community School in Swindon, has been scrutinizing life and the human being.

Greendown, the first new school to open in Wiltshire since 1971, is perhaps the only school in the country to follow an integrated, modular curriculum - an approach that is by no means new to Mr Ian Matthews, its headteacher. He was in charge of developing a modular fourth and fifth-year curriculum for the Technical and Vocational Education Initiative at his last school.

Greendown's day is divided not into subjects but curriculum schools. If you ask children what they have been doing in mathematics, they might well stare at you blankly. Physical and environmental studies (PES) incorporates mathematics and the sciences; humanities and communications (HEC), languages, humanities and media studies. Personal development (PD) incorporates recreation, life and social skills. The school emphasizes the process rather than content of learning, making no distinction between the academic and pastoral.

"We are trying to reflect the real world where you do not have separation of subjects," Mr Matthews said. "We are taking existing material and putting it into a much more logical package which we think is what industry and society wants."

That package has been and is still being evolved by an energetic group of teachers who set aside every Monday afternoon for staff development sessions.

The timetable is easy for pupils to follow. In effect they have only three different lessons a week - six sessions each of PES and HEC, and three of PD. One spin-off, staff say, is that children fresh from primary school are not immediately overwhelmed with vast numbers of new subjects and teachers with the need to scuttle around the school between each lesson.

Each curriculum school focuses on two modules a term, and each module is broken down into units. In PES, for example, the children have studied perception which has included units on distortion and measurement.

Curriculum schools are not only internally integrated but closely related to each other. Thus in HEC, pupils have been looking at lifestyle, a part of which has involved discussions about the problems of life. In PD, the body has been paramount. In gymnastics and drama, they have considered constructing bodies.

The design of the bodies themselves called for a variety of different skills and knowledge. The children had to



work out the measurement and proportions, produce models in the workshops and look up details in the library about the size and shapes of organs. The project prompted the young body makers to ask a range of fairly mature questions: with what could you compare lungs? How did they work?

And if pupils are busy at the end of the lesson, they can just carry on until they have finished - there are no school bells.

"The main thing is that we are not saying let's take subject specialists and integrate their specialisms," said Mr Ken Rabone, director of HEC. "We are trying to develop a holistic approach to knowledge not usually found in secondary schools. The whole school is trying to break away from the tyranny of the traditional 40-minute period."

The determination to escape permeates the entire school day which begins at 8.40am and formally ends at 2.10pm.

Three afternoons a week (up to 3.30pm) are set aside for so-called enrichment sessions; at least one is compulsory. Pupils can choose from a range of clubby activities or academic top-ups. This term, an exception, they are all doing word processing and beginners' French.

Greendown's emphasis is very much on encouraging children to organize their own work, use their initiative and develop independence of mind. In PES, for example, they are given teaching packs which they work through on their own, in groups or as a class. Significantly, there are no blackboards and no teachers' desks.

"I did not like primary school because the teacher was always gabbling at us," said Dennis Bryant, aged 11. "Here, you're expected to behave like adults." And behave like adults they do.

After each unit, teachers and pupils discuss progress and problems. At the end of each module, everything is assessed. Each child keeps a personal diary and fills out an assessment form at half term. The teacher does the same, the two review the work in its broadest sense and the parents are called in to discuss what has been achieved and to help set personal objectives for the next module.

Maria Horne, aged 11, was enthusiastic about the idea. "At my old school, we just got a report. It did not explain why they said she is having no trouble," but they didn't even know because they never asked me."

Pupils are not the only ones who

The modular approach: An art class (above) and school dining hall

must lay their cards on the table about performance. Teachers, who have detailed job briefs and already see the head on a one-to-one basis every week, will have to assess themselves and have an interview with Mr Matthews at the end of the year.

Everything is still new, not least the building itself - an impressive brick and steel structure that Mr Matthews calls his Chinese pagoda. Pupils come in every day to modern, spacious classrooms. The school dining hall-lobby is a white and red, balconied, greenhouse-type affair which resounds at break and lunchtime to music picked either by the teachers or pupils themselves.

There is a pristine weight training room and gymnasium, a resource centre decked out with computers and books, and a huge sportsfield. The school's pupil-teacher ratio is better than the Wiltshire average, although it

is expected to even out as Greendown expands.

The curricular clean slate is also a huge advantage. Mr Rabone said of the modular approach: "We are presented with a unique opportunity to do it across the curriculum. We do not have the battles that many of the people in the forefront of curriculum development have to fight."

The future - and GCSE - is already in teachers' minds. Mr Matthews hopes his pupils will be admirably equipped for the kinds of independent thought and initiative required by the new examination, although the nitty-gritty of the school's approach will still have to be ironed out.

For Mr Matthews, the overall philosophy of the schools is right and working. "We have enormous expectations of the children's maturity. Perhaps we expected too much. But they are beginning to respond."

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IN BRIEF

Radice voted in

Mr Giles Radice will be confirmed next week as Labour's education spokesman following his re-election to the Shadow cabinet.

He received 91 votes out of the 202 cast and was placed tenth in the poll. Mr Neil Kinnock, the Labour leader, has made it clear that he does not intend to make any major changes in his front bench team.

Mr Radice said: "I am delighted with this result which shows that I have received the endorsement of my parliamentary colleagues for my performance as education spokesman."

Militant sacked

The Labour Party has expelled Ms Felicity Dowling, deputy leader of Liverpool education committee, for belonging to the Militant Tendency.

The party's national executive committee voted 11 to 7 for expulsion on Monday. Ms Dowling, a former president of the National Union of Teachers in the city, was also secretary of the now disbanded district Labour party.

Ruskin dispute

Mr George Walden, Under Secretary of State for Higher Education, has summoned John Hughes, the principal of Ruskin College, to meet him next Monday to discuss the college's role in the dispute over Mr David Selbourne, the lecturer censured by the college earlier this year.

Mr Selbourne, who is suing the college for constructive and unfair dismissal, faced a student boycott of his lectures after an article of his was printed by *The Times* during the current Wapping dispute.

Universities hit back over 'sloppy and illiterate' study

by Elaine Williams

A leaked Government report painting a bleak picture of the financial future of universities in the 1990s met a barrage of criticism this week from five of the universities it examined.

In the strongest reaction, Sir Alwyn Williams, principal and vice-chancellor of Glasgow University, accused the authors of the report of being superficial, sloppy and illiterate.

The report, by accountants from the Treasury and the Department of Education and Science, claims the universities have been underestimating the financial deficits they will be facing by the 1990s and is based on visits accountants made in the late spring of this year to examine the finances of six universities: Brunel, Manchester, Birmingham, Keele, Glasgow and Leicester.

Before this week's leak of the report which forecasts large deficits in all universities, angry letters had already passed between Sir Alwyn and the DES in which he complained of sloppiness and inaccuracies.

The report finds that Glasgow would be £7.6 million in deficit rather than the £700,000 the university itself had estimated. Leicester would be £2.4 million in deficit rather than £1.9

million. Manchester would not break even as it predicted but be £5.4 million in deficit; Birmingham would have a deficit of £11 million not £1.4 million. Keele would face a deficit of £15.1 million not £1.5 million and Brunel would not have a £100,000 surplus, but be £2.8 million in the red.

Sir Alwyn's anger was reflected by the other universities this week. Mr Maurice Shock, vice-chancellor of Brunel University, said the report of Brunel was written on the basis of a day's discussion. He said: "Perhaps more time should have been allowed since the report does contain inaccuracies and is clearly in some cases based on misunderstandings."

Professor Brian Fender, at Keele University said the report failed to take into account that Keele was a small university able to respond well to change and was at present increasing its income on postgraduate students, overseas students and research con-

tracts. "It would be quite wrong," he said "to create an impression of financial disaster."

But while most took exception to accusation of financial mismanagement there was agreement with the gloomier outlook. Both Birmingham and Leicester said their own estimates followed criteria laid down by the University Grants Committee. Left to their own criteria, universities may well have come up with larger deficits.

Mr Nigel Siesage, press officer at Leicester, said: "It is quite clear the tone of this report is critical of university management, but we kept close to criteria laid down by the UGC. If we are now being told we should have been more pessimistic then that is the final irony."

Mr Brian Taylor, secretary general of the CVCP, said the report reflected changing feeling in government circles about the universities and hoped it would be taken into account in the Chancellor's autumn budget statement next month.

Mr Kenneth Baker is at present bargaining about how much money education is to receive in the coming year. THES

Governors legislation to be phased in

The Government's new legislation affecting governing bodies will be phased in from September next year. By that date all new schools, and those newly formed through local authority reorganizations, must comply with the new requirements giving parents increased representation on governing bodies, and governors re-

sponsibility for sex education. Other schools will have to comply with the new regulations by 1990 or, sooner, with cut-off dates for primary and secondary schools to be announced by the Education Secretary. Mr Kenneth Baker.

The Education Bill containing the changes is expected to receive the Royal Assent next week, before Parliament rises on November 7. It was last debated in the House of Lords last night. The Government has already announced, as to corporal punishment by August 15 next year. The timing for the other details in the Bill has yet to be announced.

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TES staff analyse the latest statistics on education spending

4% rise in l.e.a. spending predicted

Local education budgets in England and Wales are due to increase by an average 4 per cent this year - rather more than current inflation trends, according to the Chartered Institute of Public Finance and Accountancy.

In its annual report, *Education Statistics 1986-1987, Estimates*, CIPFA says that local education authorities are likely to spend £12.2 billion in the current year.

Unit costs in secondary schools have risen by 6.1 per cent, while in primary schools the rise is 3.2 per cent. The increase in spending per pupil in secondary schools shows the continuing effect of falling rolls.

Top of the spending league is still the Inner London Education Authority, which is expected to spend £2,042 per secondary pupil this year, and nearly £1,227 per primary pupil. London boroughs dominate the big spenders, with Brent planning to spend nearly £1,808 per secondary pupil and £1,058 per primary school pupil. Haringey is third with £1,746 (secondary) and £1,147 (primary).

The highest unit spender outside London on secondary children is Manchester (£1,495), while Sheffield tops the primary spending list (£905). In the shires, West Glamorgan heads both secondary (£1,280) and primary (£844) tables.

The country's meanest authority at secondary level is Bedford (£1,035), closely followed by West Sussex (£1,036). Wirral (£670) and Kent (£677) prop up the primary league.

The average amount spent on each pupil in English and Welsh secondary schools is £1,201, and in primary schools, £788. Pupil-teacher ratios continue to fall in secondary schools, where the average improved from 15.9 last year to 15.7 this year. In primary schools the ratio improved from 21.9 to 21.6.

Pupils now have the best pupil-teacher ratio in primary schools (17.1), followed by Haringey (17.1) and ILEA (17.5). The worst ratio at primary level is in Hereford and Worcester (23.8).

At secondary level, the best ratios are Brent (11.2), Haringey (11.9), and ILEA (12.2), while the worst are Kent and the Isle of Wight (17.1 each).

Since 1982 the pupil-teacher ratio nationally has improved from 16.6 to 15.7, while average unit costs have risen. This reflects a 13.4 per cent decline in secondary pupil numbers, which has led to the closure of 339 schools and the loss of nearly 20,000 teachers' jobs.

The drop in teacher numbers has not kept pace with falling rolls, partly because schools have attempted to protect the curriculum.

Education Statistics 1986/87, Estimates is available from the Chartered Institute of Public Finance and Accountancy, 3 Robert Street, London WC2N 6BH. Price £25 (book) or £100 (disc).



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PUPIL TEACHER RATIOS AND UNIT COSTS 1985/6 TO 1986/7

	Pupil-teacher ratios					Unit costs				
	Primary	Secondary	Primary	Secondary	% Change 85/6-86/7	Primary	Secondary	Primary	Secondary	% Change 85/6-86/7
LONDON										
ILEA	1986/6	1986/7	1985/6	1986/7	1985/6	1986/7	1985/6	1986/6	1986/7	
Barking & Dagenham	17.5	17.5	12.4	12.2	1201.2	1226.9	+2.1	1933.1	1988/7	
Barnet	19.9	19.1	16.1	15.8	872.6	908.9	+4.1	1226.5	2042.3	+65
Bexley	20.1	19.9	14.6	14.5	817.1	933.3	+14.2	1217.1	1294.8	+67
Brent	23.1	22.6	16.4	16.1	747.5	768.2	+2.7	1107.8	1306.6	+17
Bromley	16.8	18.7	11.4	11.2	1027.2	1058.4	+3.0	1685.9	1163.5	+68
Croydon	22.4	22.6	15.9	15.7	799.4	839.1	+4.9	1193.4	1807.8	+51
Ealing	19.8	19.8	15.5	14.7	809.1	829.3	+2.4	1317.0	1410.2	+7
Enfield	22.7	22.4	16.3	15.0	933.9	931.9	-0.2	1348.9	1474.9	+9
Haringey	18.3	17.3	12.4	11.9	1137.8	1147.5	+0.8	1150.2	1220.9	+6
Harrow	21.3	21.5	14.4	14.5	809.1	792.3	-2.1	1293.6	1746.0	-0
Havering	23.0	21.7	15.5	14.6	767.9	797.6	+3.9	1262.0	1305.1	+3
Hillingdon	19.7	20.0	15.7	15.4	903.6	948.1	+4.9	1197.1	1270.8	+6
Hounslow	21.8	21.8	14.7	14.3	782.8	808.8	+3.0	1217.4	1312.0	+8
Kingston-upon-Thames	23.9	23.4	16.6	16.8	717.0	730.2	+1.8	1061.6	1133.9	+7
Merton	18.7	20.8	11.3	12.8	1037.6	1016.1	-2.1	1800.0	1604.8	+10
Newham	22.1	22.3	15.7	15.3	789.7	773.3	+0.5	1234.6	1284.7	+4
Redbridge	20.9	20.4	16.3	16.4	842.7	864.6	+2.6	1162.5	1188.6	+2
Richmond-upon-Thames	24.7	23.7	18.9	18.7	712.0	766.1	+7.6	1081.5	1169.9	+8
Sutton	19.7	19.6	12.8	12.5	888.9	908.0	+2.1	1468.7	1585.6	+8
Waltham Forest	19.5	19.6	13.9	13.8	970.0	991.2	+2.2	1487.8	1568.4	+5
TOTAL LONDON (21)										
GREATER MANCHESTER										
Bolton	23.0	23.1	15.5	15.6	873.8	891.7	+2.2	1078.0	1138.1	+6
Bury	23.4	22.9	15.6	15.4	710.7	742.1	+4.4	1181.8	1233.9	+4
Manchester	22.0	21.4	13.8	13.6	829.5	853.4	+2.9	1410.4	1495.1	+6
Oldham	21.2	20.7	15.5	15.1	747.3	785.8	+5.2	1068.2	1124.3	+5
Rochdale	22.9	21.6	14.8	14.4	699.8	738.0	+5.5	1196.9	1201.8	+0
Salford	22.2	23.4	15.2	15.3	728.0	739.4	+1.6	1165.7	1212.2	+4
Stockport	23.5	23.4	16.1	15.8	695.6	709.2	+2.0	1070.8	1122.7	+5
Tameside	22.6	22.4	15.4	15.9	756.5	791.4	+4.6	1124.4	1144.2	+2
Trafford	22.7	22.7	15.7	16.4	688.2	709.6	+3.1	1121.3	1142.2	+2
Wigan	22.0	21.8	15.1	15.5	738.8	769.6	+2.7	1162.5	1219.8	+5
MERSEYSIDE										
Knowsley	21.1	20.4	14.8	14.2	799.2	812.8	+1.7	1229.5	1403.4	+14
Liverpool	22.9	23.0	15.2	14.8	693.5	739.5	+6.6	1083.4	1182.7	+9
St Helens	23.5	22.5	16.8	16.6	704.9	710.4	+0.8	1036.7	1104.0	+6
Wirral	24.1	22.8	15.8	15.9	661.2	670.1	+1.3	1088.8	1136.4	+4
SOUTH YORKSHIRE										
Barnsley	22.7	21.8	16.2	16.3	783.7	776.9	-0.9	1120.0	1168.1	+4
Doncaster	21.9	21.9	16.5	16.9	839.4	876.7	+4.4	1126.6	1145.1	+1
Rotherham	22.1	21.8	15.9	16.0	731.5	787.5	+7.6	1049.3	1151.7	+9
Sheffield	—	20.8	—	14.8	—	905.4	n/a	—	1342.2	n/a
TYNE AND WEAR										
Gateshead	20.1	19.7	15.7	15.3	814.6	852.0	+4.6	1096.4	1157.0	+5
Newcastle upon Tyne	21.5	21.5	15.4	17.2	856.9	890.3	+3.9	1295.3	1333.7	+3
North Tyneside	18.8	18.6	14.0	13.7	853.8	892.3	+4.5	1203.0	1273.8	+6
South Tyneside	19.9	20.1	15.3	15.2	812.6	833.1	+2.6	1168.2	1260.0	+8
Sunderland	22.1	21.9	15.4	15.2	738.9	763.9	+3.4	1110.0	1180.9	+6
WEST MIDLANDS										
Birmingham	21.6	21.9	15.4	15.3	711.7	718.8	+0.7	1082.4	1164.2	+8
Coventry	21.9	21.7	14.8	14.0	798.1	830.8	+4.1	1188.8	1270.0	+7
Dudley	22.3	21.9	15.6	15.4	688.0	711.0	+3.3	1042.0	1122.0	+8
Sandwell	20.3	21.7	14.4	14.5	808.2	821.1	+1.6	1189.6	1298.0	+9
Solihull	23.2	23.2	16.3	16.2	708.8	728.6	+2.8	1039.5	1087.9	+5
Walsall	20.0	19.7	14.0	13.4	847.7	875.5	+3.3	1204.1	1328.8	+10
Wolverhampton	19.0	20.0	14.6	15.0	880.9	876.9	-0.6	1169.2	1242.6	+6
WEST YORKSHIRE										
Bradford	19.7	21.8	16.2	16.9	788.3	753.0	-4.5	1005.1	1035.0	+3
Calderdale	22.0	21.8	16.5	16.6	753.5	788.7	+4.8	1038.1	1110.6	+7
Kirkstall	21.8	20.7	16.6	16.3	709.9	711.9	+0.7	981.2	1039.9	+6
Leeds	20.9	21.9	16.0	14.2	777.2	735.6	-5.3	1039.5	1261.2	+24
Wakefield	21.8	21.4	16.2	15.6	767.2	801.0	+4.4	1050.6	1149.8	+9
TOTAL (35)	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
ENGLISH COUNTIES										
Avon	23.7	23.6	16.3	16.2	724.3	761.8	+5.1	1121.3	1181.6	+5
Bedfordshire	22.3	22.9	16.9	16.8	784.7	755.7	-1.2	1107.4	1143.7	+3
Berkshire	23.1	22.8	15.8	15.8	731.4	739.4	+1.1	1114.3	1142.6	+2
Buckinghamshire	23.6	23.2	15.8	15.9	722.0	744.4	+3.1	1132.4	1210.7	+7
Cambridgeshire	23.0	22.2	16.5	16.2	685.0	724.8	+5.8	1037.2	1093.8	+5
Cheshire	22.4	23.4	16.8	16.5	768.0	758.4	-1.3	1085.8	1169.8	+8
Cleveland	21.4	22.0	15.4	15.8	740.7	760.0	+2.6	1133.3	1204.3	+6
Conwy	23.1	23.3	16.5	16.4	701.1	704.8	+0.5	1049.6	1087.0	+3
Cumbria	21.9	21.2	15.7	15.4	789.2	812.8	+3.0	1131.2	1227.7	+8
Derbyshire	21.8	22.4	16.8	16.7	762.8	767.6	+0.6	1084.2	1157.6	+7
Devon	23.5	22.7	16.7	16.7	676.7	691.9	+2.2	1045.6	1098.1	+5
Dorset	23.4	22.2	16.3	16.4	770.0	739.5	+4.6	1041.5	1115.2	+7
Durham	21.9	21.8	17.3	16.6	772.0	780.2	+1.0	1030.6	1129.5	+9
East Sussex	23.1	22.6	17.1	16.7	693.7	721.6	+3.9	1015.9	1080.1	+6
Essex	23.9	22.8	16.8	16.8	691.8	729.7	+5.5	1087.0	1145.8	+5
Gloucestershire	23.2	22.7	17.0	16.7	678.2	721.8	+6.4	1065.5	1136.3	+7
Hampshire	23.4	21.7	17.0	16.7	691.1	735.7	+6.4	1041.2	1118.4	+7
Hereford & Worcester	23.8	23.8	18.8	18.7	688.7	692.6	+0.6	1004.1	1063.6	+6
Herefordshire	22.4	22.1	16.8	16.0	738.7	768.4	+4.0	1131.6	1213.2	+7
Humbly Grove	21.1	21.5	16.8	16.8	789.0	824.3	+4.5	1039.2	1100.3	+6
Isle of Wight	23.7	22.8	18.1	17.1	684.4	703.3	+2.7	1050.1	1113.5	+6
Kent	22.7	22.5	16.5	16.0	687.4	677.1	+1.9	1037.4	1093.3	+5
Lancashire	22.7	22.5	16.5	16.0	744.0	771.8	+3.7	1070.1	1149.1	+7
Leicestershire	22.7	22.5	16.5	16.0	687.4	677.1	+1.9	1037.4	1093.3	+5
Lincolnshire	22.7	22.5	16.5	16.0	687.4	677.1	+1.9	1037.4	1093.3	+5
Northamptonshire	22.1	22.2	16.8	16.3	711.1	722.4	+1.6	1154.4	1239.6	+7
Northumberland	22.0	22.6	16.0	16.4	749.3	771.5	+3.0	1035.8	1117.3	+7
North Yorkshire	24.1	22.9	16.8	16.4	693.2	709.9	+2.4	1084.4	1151.7	+7
Nottinghamshire	20.5	20.6	16.8	16.4	748.8	781.4	+4.4	1065.3	1111.9	+4
Oxfordshire	23.1	22.3	16.8	16.5	823.0	771.2	+6.6	1053.1	1105.4	+5
Shropshire	21.9	21.8	16.8	16.5	743.9	758.4	+2.0	1109.7	1126.3	+1
Somerset	24.1	23.2	17.7	16.9	748.3	783.1	+4.6	1080.8	1149.6	+6
Staffordshire	23.5	23.4	16.8	16.6	686.5	686.5	+0.0	1114.5	1178.8	+6
Suffolk	22.1	22.2	17.0	16.8	745.4	778.0	+4.4	1093.8	1093.9	+0
Surrey	21.8	21.5	16.0	15.8	734.3	749.1	+2.0	1020.5	1078.1	+5
Warwickshire	22.4	21.6	16.8	16.7	742.6	743.2	+0.1	1144.5	1213.6	+6
West Sussex	22.8	22.8	16.7	16.6	724.9	749.0	+3.3	1050.2	1095.5	+4
Wiltshire	22.9	23.0	17.1	16.9	688.8	708.0	+2.8	1004.8	1038.1	+3
TOTAL (39)	22.7	22.6	16.4	16.2	720.0	744.1	+3.3	1076.3	1138.4	+6
WELSH COUNTIES										
Clywd	22.8	22.8	16.8	16.7	750.3	768.2	+2.4	1076.4	1125.3	+5
Dyfed	19.4	19.8	16.0	15.8	812.0	818.0	+0.7	1110.2	1163.9	+5
Gwent	22.2	23.1	15.7	15.9	788.0	789.9	+0.2	1187.9	1258.8	+6
Gwynedd	18.2	19.4	15.4	15.1	782.8	815.0	+4.1	1116.0	1168.7	+5
Mid Glamorgan	21.8	21.2	16.2	16.4	817.1	842.6	+3.1	1088.0	1142.7	+5
Powys	17.5	18.2	15.7	15.3	951.8	980.6	+3.0	1261.1	1304.6	+4
South Glamorgan	22.6	22.4	16.8	16.5	713.8	740.2	+3.7	1070.4	1129.7	+5
West Glamorgan	22.5	22.3	16.0	15.6	803.8	843.8	+6.0	1211.4	1280.3	+6
TOTAL (8)	21.4	21.4	16.1	15.8	781.6	813.8	+4.1	1125.7	1179.8	+5
Other counties (42)										
London	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
Greater Manchester	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
West Yorkshire	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
Merseyside	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
South Yorkshire	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
West Midlands	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
West Yorkshire	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
West Yorkshire	21.7	21.8	15.6	15.3	754.9	778.5	+3.1	1112.7	1195.2	+7
West Yorkshire	21.7	21.8	15.6	15.3	754.					



Warning labels

Peace formula

Tertiary plan 'unviable'

But the parents argue that the move would be contrary to the authority's own "neighbourhood schools" policy and would reduce their choice of schools.

Woman director takes up position on the chess board



her appointment is part of a campaign to improve the standard of women's chess in this country. The English men's team is strongly tipped to take the silver or bronze medals.

International Master, Robert Bel-
n, was impressed by the standard at
the first session last month. "The results of the English girls' team

New school system 'as bad as 1960s tower blocks'

flawed and dishonest", since it does not entail any painstaking initiation into a traditional discipline.

Computer studies: lack "traditional discipline"



Computer studies: lack "traditional discipline"

Secondary curriculum blamed for shortage of female science students

es up position

on the chess

board

MSC director calls for revolutionized education and training system

Five years to save the economy



Technologies are less important than the quality of the people using them

College

on schools, colleges, higher education, and employing organizations. Everyone had a part to play – the education

things to do, then we began to realize the difficulty of the task confronting us.

agrees to run a pilot version on sufferance.

by Iola Smith

Activity Centres

College starts fight back against YTS drain

Mr. Ray Connell, schools-college liaison officer, said: "Evaluation is the

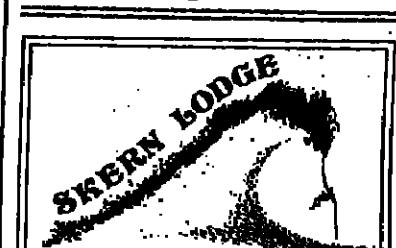


Ivy Bank pupils sample courses at Burnley College

followed by a day at college when pupils can select three courses from seven departments. The third phase involves feedback from the pupils during careers lessons.

more positive impression of college than the traditional approach ever did."

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14. Information provided to public and other

Edited by
Mark Jackson

Enterprise flourishes in 'show' city

CHINA

Catherine Sampson describes the western impact on life in a special economic zone

The city of Xiamen is one of four special economic zones set up in 1980 to open China to the world. Usually the news which reaches the West is about Shenzhen, the SEZ just across the border from Hong Kong, and correspondingly accessible and watchable.

Xiamen lies opposite Taiwan, and when the wind is right, families can turn their television sets to the more colourful, and fanciful, programmes showing across the water in Taiwan. Just as Shenzhen was set up to give Hong Kong a positive message, so Xiamen SEZ is meant to demonstrate to Taiwan that China too can take part in the international trade and technological progress.

The Chinese are aware of the demands of modernization, and of the contradiction between their aspirations and the state of education. The Communist Party of China Central Committee in May 1985 stated "... to varying degrees, from the needs of economic and social growth and living behind the scientific and cultural development of the present-day world."

In response to this problem, vocational schools and colleges are being set up throughout the country. A deputy head of the Xiamen Education Bureau emphasized that Xiamen is in no way unique - or even unusual - in its vocational schools. It is simply more advanced than other areas because of its immediate needs, high level of investment and of its "window to the world" role.

There are nine vocational schools, established in 1980. Each school specializes in one or more skills which range from cooking, through electrical repair, tailoring, electronics, building, navigation, accounting, and media studies. These are upper middle schools, and the opportunity to specialize comes at the ages of 14 or 15. Intake is regulated by needs as predicted by the city planners.

The Tourism School boasts new buildings, including an entire model hotel suite for practical training. Tourism in Xiamen is flourishing on the

steady influx of Hong Kong Chinese coming in on business or to visit family. At the same time Xiamen is trying to attract business visitors from Europe and the United States. So an education at the Tourism School is a marketable training, especially if you are good at speaking English, female and pretty. A more profitable career, however, is electrical repair. A reasonable starting wage may be supplemented by a little private work on the side. Now that many families in Xiamen own fridges, television sets and hi-fi audio equipment, private repair work is in demand. Mostly it is boys who specialize in this area.

The English Middle School teaches English, boasting English typewriters, cassette-players, a language laboratory in the planning stage, two computers, and a VCR - although quite what the students get out of the unimpressive copy of a much pirated version of *The Sound of Music*, may be hard to envisage.



Most students find work

Vocational schools respond to calls for economic growth

Xiamen's stature is also revealed in higher education. Lujiang University is a vocational college set up by Xiamen local government in response to the need for personnel in the SEZ. It is a young school, still finding its feet, and still under construction. It is not held in great respect.

One major problem facing all vocational schools in China is that few teachers have practical experience. Most teach from a textbook. A partial solution to this is when local government works as a link between education and industry to provide some practical training and guidance from people involved in the fields being taught at the schools.

The problem is less apparent at the Party Economic College, which specializes in international trade. The teachers may be little more experienced, but the students are, for the most part, mature students who already have a career in trade, industry, or management, and are now studying the workings of the world market. Here students will learn from each other, and study has a far more realistic grounding.

Both Lujiang University and the Party School guarantee a job in Xiamen after graduation. This is an incentive to attend these colleges rather than more prestigious national universities.

On graduation from secondary school, students wishing to go on to

further education must take an examination. Those with a good enough grade will be sent to a national university. On graduation, a job will be arranged, and the graduate could be sent anywhere. Students naturally enough have recurring nightmares throughout their university career of being sent off to Tibet or Xinjiang.

Some pupils in Xiamen schools are rumoured to have purposely done less well in their exam so that they can attend one of the Xiamen colleges which will guarantee them a future career in Xiamen - sun, swimming, seafood, and a decent wage. Such an attitude gains little sympathy from those in high places. The deputy head of the Education Bureau replied to the rumour that a small number of selfish students put their own wishes before the country's needs.

The system of allocating students to universities without taking account of their preferences leads to awkward incompatibilities, like the students sent to the Fisheries College who were afraid to go on a boat.

The "iron rice bowl" (a guarantee of work) is no more. On leaving schools or universities, most students find, or are found, work. Others are not described as unemployed, but as waiting for work. In Xiamen, few people are waiting for work. Many of the best jobs are to be found in the joint ventures - enterprises with joint Chinese and foreign investment and management -

where the wages and working conditions are expected to be slightly better. As yet, there are no such enterprises either in school or college. Some students can gain on-the-job experience. One of the biggest in Xiamen has 50 graduates in its Tourism School working in its restaurants for a month and then on vacation or short term placements. Their students, however, it is predicted to graduate with no practical experience.

Many non-student adults are expected to learn English - they will pay for their own pocket to attend night classes, to buy books and tapes. They will have no opportunity to use what they have learnt. For those who have been cheated of an education by Cultural Revolution, any sort of stretching their minds a little will come. But many of those who are in Xiamen are in Xiamen for a reason. They are in Xiamen for a reason. They are in Xiamen for a reason.

Life in Xiamen, however, is not all bad. Housing is short, as it is everywhere in China, but wages are too low, and it is pleasant. It is pleasant to meet people who have been chosen to stay where they are. They face the unfamiliar and the new. The West of Hong Kong SEZ status has brought opportunity to men, and with it, the awakening of ambition.



Boom in nursery places

UNITED STATES

More American children are attending nursery school and kindergarten than ever before. A new report by the US Census Bureau records that in 1985 they totalled 6.29 million - 3.8 million of those in kindergarten.

Though kindergarten attendance is voluntary in most states, an estimated 94 per cent of five-year-olds are enrolled. The biggest percentage increase, however, has come in the nursery schools, which now cater for 39 per cent of all three and four-year-olds. Parents are enrolling their children at earlier ages for the educational benefits, says a Bureau statistician. "Some people keep saying it is a day care, but it isn't. It is an education. It is an education. It is an education."

The figures reflect the rising US birth rate, which totalled 3,749,000 in 1985. This is not due to an increase in fertility, which at 15.7 births per thousand people is well below the levels of the 1950s, but to the fact that the children of the "baby boom" are now themselves of child-bearing age. The kindergarten figures show more of working for many years, which over the past few years have been closing elementary schools because of declining enrolment. And it is about to be sharply increased. The kindergarten figures show more of working for many years, which over the past few years have been closing elementary schools because of declining enrolment. And it is about to be sharply increased.

As the sex education debate in Britain spreads, *The TES* looks at how other countries tackle the problem

Promiscuity or pregnancy?

UNITED STATES

Bill Norris reports on new moves to ease the crisis of the teenage birth-rate

Every day of the year, nearly 3,000 American teenagers become pregnant; their children account for more than a quarter of the birth-rate. In terms of abandoned education and child poverty, especially in the urban areas, it has become an immense problem.

New York City, where black and Hispanic children from poor backgrounds make up 75 per cent of the student population, is a typical example. In 1984 there were 14,431 pregnancies among girls under 17. Of these 1,259 were under 15, and some were as young as 11 and 12. In response to the crisis, nine high

schools in the city set up health clinics at a cost of \$1.5 million (£1.05 million), to offer birth-control advice. Two issued free contraceptives and the remainder wrote prescriptions.

However, the board of education was not told the services were being offered and a major row has ensued. Mr Robert Wagner, the board president, Mr Ed Koch, New York's mayor and Mr Nathan Quinones, schools' chancellor, were in favour of the scheme.

However, when it came to a vote, Mr Wagner was heavily defeated. The distribution of contraceptives has now been stopped, and the clinics are only to be allowed to write prescriptions for contraceptives for a six-month trial period. "My hope," he said, "is that we would have contraceptive distribution in all the schools. I believe after a careful review my colleagues can be persuaded that it tends to make youngsters less promiscuous and not more promiscuous."

The board has at least decided to

make sex education compulsory in all New York schools, beginning with kindergarten. The form it will take will be decided after consultation with parents.

It is the issue of promiscuity, rather than pregnancy, that motivates the debate in New York as elsewhere. The official attitude of the Reagan administration is that the only necessary contraceptive is a two-letter word. Education Secretary Mr William Bennett is on record as describing birth control clinics as "a classic bureaucratic response" to the problem of teenage pregnancy.

Mr Bennett is a Roman Catholic, and it is opposition from the Catholic Church which has prevented many organizations to open school clinics. On the Status of Women, and the Society for Moral Reform, and the Teens, have also played a part. They claim that the clinics waste money and promote promiscuity.

A different approach had been

taken by opponents of the clinic at an all-black high school in Chicago. A group of ministers, parents and students has filed a lawsuit against the school alleging that the clinic is part of a plot to reduce the black population.

The charge had been denied by the Illinois Department of Public Aid, which provides half the cost of the clinic. No students, said a spokesman, were seen without parental consent. Nevertheless, the number of school birth control clinics continues to grow, though the Bible belt remains in-violate. Two years ago there were only 15, today there are 71. Studies by Johns Hopkins University and the Centre for Population Options indicate they have prompted no increase in students' sexual activity.

On the contrary, the Johns Hopkins survey of two schools, one with a clinic and one without, showed that students at the former waited on average seven months longer before having sex, and their pregnancy rate dropped by 30 per cent. At the second school, which had

a traditional health education programme, pregnancies rose by 50 per cent.

Cities such as St Paul, Minnesota, Baltimore and Kansas City, have reported falls in the pregnancy rate of more than 50 per cent since opening clinics. Their opponents contend that the figures are rigged.

There are wide variations in policy between the states. Maryland has eight school birth control clinics; neighbouring Virginia, with 20,000 teenage pregnancies (and 10,000 teenage abortions) last year, has none. The Virginia town of Hampton turned down proposals to establish a clinic last week, after fierce opposition from parents.

The Hampton proposal was a mild one: the clinic would have offered no contraceptives or abortion referrals, and students would only have been able to attend with their parents' permission. It was still rejected. "We don't feel that the clinics work," said one parent. "We see them as being divisive of family life."

The discreet charm of biology...

FRANCE

French parents and teachers react with disbelief when told of the furore in England over sex education.

The school curriculum remains one of the few areas in French life where sex is kept on a low key. It is all so discreet that sex education is usually considered a non-event. Teenagers look vague when asked what they are taught and say they learn more from their friends.

Usually boils down to a few biology lessons. As with other subjects, control lies squarely with the education ministry, at least in theory. But since the amount of time to spend on it is not specified - it does not constitute a separate subject - teachers can breeze through it without upsetting any sensibilities.

Biology teachers are expected to teach 13 to 14-year-olds the basic facts of life in their ordinary lessons. They can, if they wish, call on the school nurse, or an outsider from an organization like Family Planning, to come and give a talk.

Most teachers seem to limit their own lessons to a mainly biological study of human reproduction, merely touching on contraception and sexually transmitted diseases, as instructed by the ministry. Relevant passages in biology books are brief and to the point, with only the most succinct of diagrams. Pupils in the scientific



Basic facts sex education in French schools is seen as a non-event

streams go into greater detail.

Do parents ever object? Surprised by the question, the ministry say they do not remember any parents ever complaining or asking to withdraw their children.

Indeed, the approach is so cautious there is little for parents to object to. The ministry does not expect teachers to raise controversial subjects like homosexuality, but leaves them free to answer questions.

The first ministerial circulars instructing teachers to include some sex education in their lessons were issued in 1973, but these were largely ignored. In 1981, fresh from her successful campaign for women's rights, ensured that pupils should be able to go to teachers and other staff for advice. Family Planning centres found themselves unable to cope with the demand for their voluntary courses.

For the first time this year, teachers across the curriculum in lower secondary, or comprehensives, are being asked to deal with aspects of sex in

their normal lessons - perhaps sex through the ages in history classes. Some schools have clubs which hold regular discussions on sexual matters, others have only the one-off meeting, if any.

A new impetus was given to sex education last month by Madame Michèle Alliot-Marie, schools junior minister, who says pupils must be alerted to the dangers of sexually transmitted diseases, which are included in her drug information campaign for schools. She wants teachers of all subjects, as well as medical staff, to be better informed to counsel pupils who, she hopes, will ask for advice more readily.

Meanwhile, schoolchildren are a good step ahead of the education system. Reports from the National Institute for Pedagogical Research (INRP) indicate that, in 1978, only 15 per cent had had sexual intercourse before the age of 15, but by 1983 the proportion had climbed to 25 per cent. For 16 to 18-year-olds, it was 43 per cent for boys and 35 per cent for girls.

Mary Follain

Sidestepping a taboo

JAPAN

A taboo on talking about sex has kept the subject out of the Japanese classroom. Guidelines on the set Ministry of Education syllabus are so vague or oblique that teachers can sidestep the question completely if they wish. And in the few schools where instruction is given, disparities in content and methods are enormous.

A recent television documentary illustrated the point. The primary school teacher broached the subject through childbirth, asking pupils to bring to school their umbilical cords, which are often preserved in Japan as a symbol of the bonds between mother and child.

By contrast, the secondary school teacher used terror to communicate the contraception message. Brandishing surgical instruments used for abortion in one hand and condoms in the other, she declared that the only way to avoid one was to use the other. The presenters of the programme merely described the method as "surprising".

Barbara Casassus

Early start aims to help self-respect

BELGIUM

There is no government legislation on sex education in Belgium, mainly because the existence of three separate education networks - state, provincial and independent - makes any control of curriculum content problematic.

Sixty per cent of Belgian children attend Roman Catholic schools, for which guidelines are provided by the National Secretariat of Catholic Education, a body which co-ordinates policy for the whole independent sector.

Sex education is defined by the secretariat as "children's experience of their bodies and sex, and of the bodies and sex of others and the related emotions". It starts at nursery school from the age of three or four.

The general guideline is that the school must acknowledge the sexual feelings of children and teach children to express them, but "always in a way that respects dignity of the human being and enriches the self respect of the children".

Sex instruction, on the other hand, which is interpreted as "the direct instruction on sexual relations" starts towards the end of primary school. The secretariat stresses the importance of headteachers explaining the subject to parents before their children attend the lessons. Parents and teachers can withdraw their children.



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Tel: 01-477 7777

Mr April looks forward to a new Spring for black pupils

The deepening crisis in South Africa's black schools has led community organizations and prominent educationists to examine alternative forms of schooling. "People's education" - a term coined at a landmark education conference last December to help solve the black schools crisis - has become a very real alternative.

Nevertheless South African educationists are questioning what form it will take. Will it be politicized education and, most important, will it have a sound educational base?

A commission of inquiry has been established by the National Education Crisis Committee - representing parents, teachers and students - to examine people's education. Subject committees in English and history are already hard at work and more subject committees will soon be established. The education authorities have yet to give their approval to the initiative, however, and have warned that it must not be "political".

Mr Vusi Khanyile, president of the NEC, says people's education is the non-racial and democratic in its approach, and that the sound educational base is the key to the future of the black schools.

SOUTH AFRICA

Susan Fleming on the latest attempt to dismantle the segregated education system

not an easy option we have chosen," says Mr Khanyile. Dr Ken Hartshorne, a leading South African educationist, believes people's education will be "fundamentally bound up with the concept of people's power". "The broad goals of people's education include the setting up of a free, unitary, compulsory, non-racial, and democratic system of education, relevant to the establishment of a unitary, non-racial, democratic South Africa," he says.

Dr Hartshorne argues that South Africa's segregated schooling system has been extremely damaging. "It has generally been authoritarian in nature, influenced strongly by Christian by, strong, and often arrogant, and has been a major factor in the development of a racist society."

derbion establishment."

According to Mr Mike Morapell, director of the Soweto college of education, teachers will play a critical role in the development of people's education. Massive re-training programmes will have to be launched. "In the end, teachers remain the most potentially powerful group of change agents," he says.

A spokesman for the Azanian Students' Organization, Mr Thami April, denials that people's education is "urgently" needed. "The students all agree that we must find an education system which is not racist, sexist or discriminatory in nature," he added.

Mr April says students do not want the present Bantu education system to be replaced by a "white person's education". "We do not want an education system which is labelled white, coloured, black or Indian. We want a non-racial, non-sexist education."

The NEC has demanded that schools are managed over to the community and although the Government has agreed to do so, it is not clear how this will be done. It is not clear how this will be done. It is not clear how this will be done.

LETTERS

Beyond belief

Sir - In view of the somewhat misleading caption and selective reporting by Bert Lodge (TES, October 17), I am taking the opportunity to outline what I really did say about religious education when speaking at a meeting arranged by the Ealing Community Relations Council.

They are isolated, but important points raised in a lengthy lecture about considerations which have to be made when an agreed syllabus is produced: First, religion involves absolute truth claims. Christians believe that Jesus was God who had taken human form and as such was the final revelation. Muslims, while accepting that Jesus was a great prophet, believe that Muhammad was the final revelation.

Such truth claims are absolute and incompatible with one another and it is necessary that pupils in schools learn that there are aspects of religious faith on which adherents can never agree.

This is particularly important when the act of collective worship is considered in school. Some have sought a syncretistic approach, in which the distinctiveness of each faith is lost in an amalgam of the whole; a reduction to the lowest common denominator.

This does justice to no faith, and for this reason it is rejected by most religious faith leaders; not all, because believers such as Baha'is take a syncretistic approach.

Second, although religious education according to an agreed syllabus is designed to educate children about (often, world) religion, believing parents are anxious that what takes place in school should not destroy the effect of their nurture of their children.

Personally, I believe that parents are right to express such concern and it is for this reason that the ILEA agreed syllabus of RE states that young people should be "able to continue in their own beliefs" and RE teachers therefore seek to develop professional skills to make this aim a reality.

Parents find it a great help when they are able to obtain an agreed syllabus for religious education easily.

Third, in any education authority there are RE teachers who are committed to particular religious faiths and those who are committed to none. The best RE teachers are those who are committed to religious education whether they have personal religious beliefs or not.

This is sometimes a surprise to religious believers who make the assumption that only those who have a religious belief of their own can really enter into what religious belief is all about and therefore teach children effectively. This is obviously untrue in other areas; a teacher does not have to be a drug addict to teach young people about drugs in a way which will prevent irresponsible and harmful use.

Some teachers find that their personal faith, far from giving insight into other faiths, actually prevents it because of the strength of their own convictions; others find that this is not so.

There is no general rule. What really counts is a commitment to the children, to adequate preparation, sound relationships and the development of professional skills.

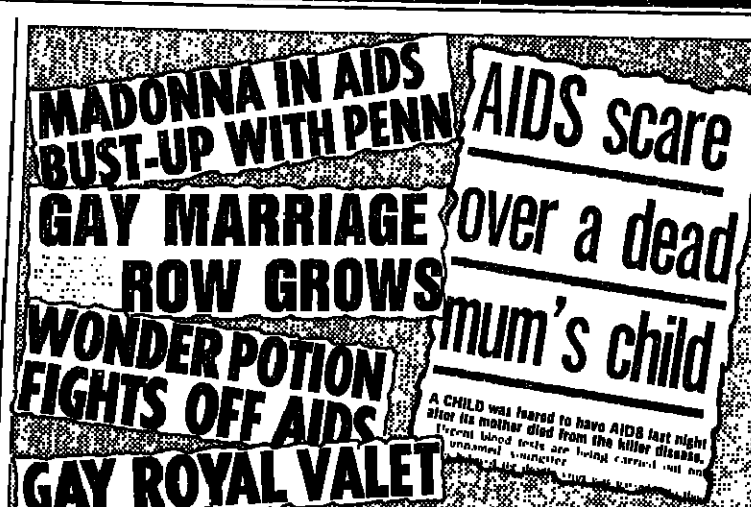
RALPH GOWER
Staff Inspector for RE
ILEA
County Hall
London, SE1

Vital assistants

Sir - My experience of the foreign language assistant scheme (from three different angles) is rather different from that of John Stonestreet in "Some radical shortcomings" (TES, October 17).

Like many of my contemporaries, I remember my year as an assistant in Vienna as a highlight of my university study. And as a language teacher in rural Suffolk, I saw how French and German assistants made a valuable contribution to language teaching in and out of the classroom. All helped with oral and examination work, and the best got highly involved with everything from organizing exchanges and running language clubs to making German "babies".

This sort of extra-curricular activity is essential to providing the necessary



Gay wrongs

Sir - As a teacher working with younger children may I try and put the argument over Haringey's "gay rights" policy in perspective?

Anyone who has done a playground duty in a junior school recently will be aware that "poof", "lesbian" and "you've got AIDS" are part of the common currency of playground insults. This is not because of either indoctrination from teachers or because gay people have chosen to flaunt their lifestyles. The real reason is that the popular daily press has decided that there is nothing better to do with its front pages than to inform its readers that a TV soap opera actress is a lesbian and that a former royal valet has died of AIDS.

Such newspapers are commonly seen by children (including, I imagine, those in some of the households of

parents who have been denouncing Haringey Council) and, in my experience, play a large role in spreading undesirable attitudes on various aspects of sexuality among children. However, while education authorities and teachers are accused of indoctrination and have the worst motives imputed to them, those who produce such papers seem immune from any critical scrutiny.

Haringey's intervention seems to me to be in some respects ill-thought-out and unduly provocative. However, it does have the merit of realizing that schools cannot turn aside and ignore matters that are part of the everyday conversation and knowledge of children, in a society in which more and more pupils feel that what goes on in schools is of no relevance to the outside world.

ROGER SANDELL
2 Darrell Road
Richmond-on-Thames

Entry control

Sir - I have had the honour of chairing the meetings which produced the framework for a possible General Teaching Council for England and Wales. The representatives of the many organizations concerned have given the lie to those who predicted that a constructive debate on this important matter was not possible.

Jack Whitehead (TES, October 17) wants us to put greater emphasis on the already qualified. In my view a GTC should not attempt more than is

necessary to achieve the over-riding objective which is to control entry to and exit from our profession. That is the only power that really matters and for too long it has been in the hands of others. Once we are able to demonstrate, to government and to the public, that we can do it effectively, balancing the wider public interest alongside our own professional concerns, our case has been made.

Let us not over-reach ourselves lest we put at risk achieving the one goal that really matters.

Professor ALEC ROSS
Department of Educational Research
University of Lancaster

Funding folly

Sir - I am a little surprised that much of your Comment (TES, October 10) is devoted to questioning the statistical validity of the National Association of Head Teachers survey instead of concentrating on the fact that GCSE funding is wholly unsatisfactory.

The facts are that it was the Association of Metropolitan Authorities and the Association of County Councils which informed the Department of Education and Science that there would be expenditure of the order of £40 million during this academic year. I happen to believe that the Government contribution is inadequate but the central issue is whether local authorities are going to come up with anything like £40 million as promised.

I would ask you to note the following facts:

First, you can now add three more



local authorities to the list of those who have not made a contribution above and beyond the 30 per cent contribution to the Education Support Grant money which is quite separate from the £40 million. These are Manchester, Bolton and Hillingdon.

Second, I have just received a letter from a secondary head in Lincolnshire who tells me that not one penny has been given for expenditure on GCSE and they do not know how much will be provided or when.

Third, contrary to the assumption

Paradise cancelled

Sir - We feel any teachers encouraged by Patricia Loneragan's article about teaching in the Bahamas (TES, September 19) should take heed of our experiences this summer.

We were both appointed on a two-year contract as infant staff in an independent school in Nassau in April, and resigned our positions in this country (deputy head and Scale 2). We felt that, as experienced teachers, we were ready to take on this exciting and challenging position. After five months of planning, making arrangements to travel, and packing, we were ready to travel when three days before we were due to fly, the school informed us that new permits had been refused to all new infant staff. We had to cancel our trip and return to the UK. We have been confirmed that we are

Clearing the path for more forward looking tertiary

Sir - In your leader, "Highways and Byways" (October 17), you invite "someone to bring the various 16-19 strands together and weave them into a coherent pattern which makes institutional and administrative sense". It is heartening to have this truth acknowledged, if not yet universally, but saddening to note that some very good examples of successful practice are not more publicly identified.

More than 40 tertiary colleges are now in operation, and although their provision is designed for the whole 16-plus group, not just those between 16 and 19, much of the most innovative work on the curriculum has been with and for that immediate post-compulsory cohort.

Tertiary colleges exemplify the wisdom that all examined work, and much non-examined too, is vocational, whether achievement is certificated by a GCE board, by City and Guilds, the Business and Technician Education Council, or any other of the many authorized bodies. Drawing on their strength as sole provider, tertiary colleges have influenced and refined the perceptions of both students and careers advisory staff about the appropriateness not just of a range of alternative qualifications, but of mixed economy courses.

These colleges have led the way in offering learning programmes which combine academic study with vocational and work experience, and have seen these courses warmly welcomed by their clients, who have gone on to success in finding employment or a place in higher education.

Your leader rightly points to the vocational value of sound general education, but understates the general educational value of a well-designed vocational course. Many tertiary colleges, drawing on the spectacularly wide range of expertise available to them, have developed vocational courses which embodied many of the

principles, of for example, the Centre of Pre-vocational Education, before the certificate was born.

For many years the City and Guilds catering courses at Accrington and Rossendale College have comprised an integrated programme of English, mathematics, science, PE, music, as well as catering and work experience. The courses are always heavily oversubscribed and have regularly achieved 100 per cent placement in subsequent employment.

Similar examples could be quoted from other tertiary colleges, the point being that when matters have been institutionalized and administrative coherence follows naturally, young people respond with confidence to opportunities which place equal value on all learning activities, they welcome the arrangements which avoid patronising distinctions, and the status ascribing of gradations of social esteem.

Yet obstacles still remain. It is right to point to the traditional reluctance of universities to look beyond familiar patterns of qualification; perhaps sea-change is about to occur.

Examination bodies must also recognize their responsibilities: why, for example, are anxious to restrict the award of national certificates to those in employment and part-time education? The certificate has been, and should continue to be, an invaluable part of the validation of mixed economy courses.

Perhaps Chester de Ville will come to the support of the forward-looking work done in tertiary colleges by consistency to the 16-19 curriculum.

G M AUSTIN
Principal
Accrington and Rossendale College
and Chairman
Tertiary Colleges Association

Shed not a tier

Sir - As usual, *The TES* has given far coverage to an issue of great importance to teachers - I refer to the recent articles, commentaries and letters about the Coventry Agreement.

Now that the negotiating parties are preparing to meet again I think it is appropriate to highlight some of the issues that many teachers feel very strongly about.

The principle of collegiality is not one to have at any price, particularly when some sections of the profession would do very badly as a result of its application.

This is not to say that the principle is necessarily inappropriate, but reducing the number of salary scales we have is not a good idea. The results hoped for - witness the tired letters to *The TES*.

In this week's *TES* it is reported that the unions are to press for another tier in the Principal Teacher scale for primary school Scale 3 teachers (and in the scale of a declared, but to my mind misguided, limit of only two tiers after the Main Professional Grade). If this is agreed then so too can be following.

A further tier in the Principal Teacher scale (already suggested at one of £3,000) should be created for present Senior Teachers, so correcting the proposed unjust treatment of this group.

All this might well begin to look like the Main Report proposals for Secondary Teachers (ironic that this seeks to introduce yet another level - Senior Teacher) and I think many teachers would be pleased to see the end of the unsafe and unsatisfactory agreement that Coventry has turned out to be.

B GREEN
9 Evesham Close
Aldington
Manchester

Literacy map

Sir - Hilary Moriarty's article "The Avon Gorge" (TES, October 17) provided a most fascinating and informed assessment of the Literacy Development Project being undertaken by this Authority. I welcome the publicity given to a most valuable project and, given the complexity of the exercise, it is perhaps not surprising that there is an imbalance in the concluding remarks which I feel I must correct.

Curriculum development is an extremely complex matter. It is only really effective when it is activated in the classroom and all children benefit from its impact. The Bullock Report published in 1975 contained many recommendations which were so important that we immediately began to consider how to implement them. Fortunately, the report coincided with the authority's wish to develop a

unified system of record-keeping, as we had inherited four different systems from authorities which formed the new county.

The working party considering this structure included officers, advisers and teachers. The teachers were representatives of the professional associations which form the Avon Teachers Consultative Committee. A sub-group was formed to look at the special needs of literacy development in the light of the Bullock recommendations. The literacy record card was approved by the education committee after it had considered the unanimous report from the working party that such a card should be introduced. Thus, from its inception, the literacy card has been teacher led.

Clearly, with a great deal of new terminology involved, the authority had to support the introduction of the record card with a carefully designed

programme of in-service training. As your correspondent points out, the literacy card has not been "tossed at teachers with a take it or leave it carelessness".

She goes on to suggest that teachers do not like being told what to do. Of course they don't. This is why the project has continued to be developed by the Literacy Development Panel.

This group, formed by experienced primary and secondary headteachers, includes other secondary teachers, senior advisers, and three senior officers of the programme, its impact and development. It also supports each year two further panels of teachers who devise and present the in-service training courses. The project therefore follows the philosophy adopted by this authority in much of its in-service provision, which is one of teacher-devised and teacher-delivered materials.

The acquisition of language skills is vital for each child and the literacy card provides teachers with a "map" of the area of the curriculum. If it is used effectively, teachers plan a programme of work which enables children to develop competency in literacy. I must stress, however, that how the teacher plans the work and the content of lessons remains entirely at school level. The programme has already clearly shown that, where it is operating effectively, these aims are fully realized.

The programme also enables us to help schools to become aware of many other important and related issues. Your correspondent rightly mentions the bridge between the primary and secondary sectors. The project must also tackle the work in the early years at secondary stage if we are to realize fully the benefits and needs generated by the introduction of GCSE.

The programme has five more years to run. Much has been achieved but there is still much to achieve. If the "effort, thought, attention and will" from all those involved in the partnership which the authority has with its teachers who are involved with the project does not succeed, it will be the children who suffer.

The project certainly is not imposed "from a high level" as Hilary Moriarty suggests, and I believe that all teachers will want to enable children to acquire these vital literacy skills and to be part of a properly co-ordinated and structured response to provide each child with "A Language for Life".

PETER COLEMAN
Director of education
County of Avon
Avon House North
St James Barton
Bristol

Stop the panic

Sir - I was surprised to read that the chairman of the Committee of Vice-Chancellors and Principals, an historian by himself, thinks that the A level examination's "cultural basis is the old O level", and that its immediate demise is an inevitable consequence of the introduction of GCSE.

It has always been my experience that historians reared on O level came into the sixth-form adept at coherent narrative writing, but needing to be trained in the techniques of argument and investigation. In GCSE work the emphasis is shifted, and I see no reason to suppose that the gap to be bridged when launching into A level work will be any greater. Moreover, the "levels of response" marking in the GCSE corresponds much more closely with A level marking techniques than do current O level methods.

It may be that A level is ultimately doomed to destruction in the cause of the ending of elitism and divisiveness; or in the pursuit of a favourable balance of payments. But I don't believe that its supposed incompatibility with GCSE justifies an immediate death warrant. Indeed, students, teachers and examination boards might all benefit from a halt to the present stampede of change.

A N CONNELL
11 Mill Hill
Appley-in-Westmorland
Cumbria

Not proven

Sir - The universities' view (TES, October 17) that post-GCSE students will not be able to cope with "traditional" A levels is at the least not proven - and if change is necessary it is not clear that scrapping A levels (as the vice-chancellors seem to want), rather than modifying them, is the answer.

It is fairly obvious that what the universities are angling for is a basic four-year American-style degree (which in many cases will mean five years). Such a move would increase university staff, funding and influence and I fear that, as is often the case, it is the scramble for resources which is at the root of the matter and not educational (or cost-effective) considerations.

Those currently teaching sixth-form courses should ponder the implications for their subjects and prospects.

A M BURTON
Head of economics and business studies
Moir House School
Eastbourne
East Sussex

"IT WAS EITHER THIS OR TEACHING IN BRINT..."



City Colleges will entrench academic-technical divide

Sir - The public generally (including many educationists) still believes we are divided into "academics" and people who are "good with their hands" - the latter not being held in such high esteem. The issue of city technology colleges gives support to this misconception.

That a person may be good with his/her hands is not a quality worth noting any more than that others may, for example, be eloquent. As we know, many academics, such as surgeons, are good with their hands. Conversely, many who are eloquent, such as politicians, are obviously not as bright as they seem.

Society suffers from judging people by appearance and first impressions. The articulate and literary are held in high esteem. Other people with qualities which make a considerable contribution to society, such as the innova-

tor or the organizer, are much slower to be recognized. We place much more emphasis on the ability to talk or to write about something than the actual competence in doing it.

The education of the cleverest and the least able should be balanced between the academic and the technical. The issue in education now should be how to achieve this balance in all our schools, public, remaining grammar and comprehensive, and not to be emphasizing one aspect by setting up technology colleges. This will only further entrench misconceived, simplistic, historical divisions about the complexity of human abilities.

P G CREWE
33 Dodford Road
Bournemouth
Bournemouth
Worce

Equal treatment

Sir - As Anne Sofer says (Personal Column, September 19) there must be very many people who are successful at both arts and sciences, but what she only hints at is that whereas many art students are academically educated beyond their level of understanding, many science students are practical people, who are not interested in spelling, syntax or anything else provided the message they wish to convey is clear and the information they give is accurate.

It seems therefore very strange, in a

world where everyone is encouraging everyone else to do their own thing, to develop their own interests, and to reach their own potential in any field, that educationists should want to lump all kinds of people together in the pretence of wanting higher standards.

If we insist all science teachers should be very good in English to do a teacher training course, or if they are required to present immediate application forms to get a job, we should insist that all teachers should have passed A level mathematics. We could then see if this results in a shortage of competent English teachers.

The write stuff

Sir - It was heartening to read Professor Cox's advocacy of creative writing in the universities and polytechnics (Personal Column, September 12) but I am afraid it will take more than moral support to save courses like the MA in that subject which I run at Lancaster. They are in danger of being strangled by the drawing of the purse-strings.

This year I am below my quota (of eight) because at least two students could get no grant money with which to take up the places I had offered them.

The record shows that to get a grant for such a course, you need at least 69 per cent in your finals, that is, virtually

a first. This is penally severe. It is far out of line with the social and physical sciences. It is nationally short-sighted.

To put it in the most hard-nosed way, the course contributes directly to the economy by producing writers, the makers of a product which is in huge demand - literature. My little unit will continue to operate under capacity for as long as the DES makes it impossible for highly-qualified students (people with very good Upper Seconds) to get a grant for a post-graduate degree in writing.

Dr DAVID CRAIG
University of Lancaster
Lonsdale College
Bailrigg, Lancaster

Appraiser choice

Sir - One concern over the staff appraisal scheme to be introduced appears to be who will do the appraising. Hopefully, this democratic procedure would cause the apprehensive staff to become more relaxed and more involved in their own appraisal.

If they teach in a shortage subject, they would be able to observe many lessons and discuss with the staff involved. Hopefully, this democratic procedure would cause the apprehensive staff to become more relaxed and more involved in their own appraisal.

KEEF FRELEY
Marshall Park School
Haverling Drive
Rimford
Essex

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.



Wrong turn: skills not recognized

No, it's not only more science we need in our junior schools but more help with English or a different attitude to the education of our budding scientists and a fair deal for those with an aptitude for science and related subjects.

If we are prepared to employ German science teachers we cannot need only teachers with a very high standard in English (written) to teach science.

J M WALKER (Mrs)
19 Standen Avenue
Hornchurch
Essex

Personal touch

Sir - Katy Simmons, advocating a whole school approach to children with special educational needs (TES, October 17), makes many excellent points. However, she appears to have neglected an important dimension, namely, active teaching of literacy (as opposed to general support with the curriculum).

Pupils entering a secondary school more than two years behind with literacy will find it difficult to catch up with their peers unless they are given developmental work in literacy geared to their own personal needs.

If these pupils work on a programme involving systematic work and written tasks on the particular aspects that have caused them difficulty, they are able to make very good progress.

Furthermore, if the bulk of the reading done for this work is based on non-fiction, the pupil will see more purpose in the work than in trying to read some of the trite material available as "remedial fiction".

The whole-school approach is highly desirable, but it must not exclude the diagnostic assessment of pupils who are substantially behind with literacy, or the provision of material planned to help pupils overcome deficiencies.

HUMPHREY M DOBINSON
Co-ordinator
Special educational needs
Dorset School
Swindon

Arts or crafts

Sir - In his letter (TES, October 10) D Simon Smith complains of my comments to Rick Rogers (TES, August 29) about the relative unsuitability of design and technology A level for entrants to my industrial design transportation degree course. He attributes a claimed shortage of good industrial designers to a lack of appropriate attention to CDT among those responsible for design in higher education.

I am not sure what his evidence is for this supposed shortage.

My opinions on CDT are certainly not ill-informed as he claims. My department runs a successful further training course in CDT (one year full time), and I have just completed a sequence of regional seminars with the Design Council on design for CDT lecturers in teacher education. I and my department are firmly committed to CDT as an effective part of secondary education.

The comparison of the relative suitability of applicants for our degree course who have A levels such as arts, physics or design and technology is based on an assessment of their ability to tackle design problems based on both set exercises and their portfolios of work.

That many applicants taking physics and art should perform better is a profoundly worrying reflection on the content of design and technology syllabuses and its methods.

I agree that this subject should be the most suitable A level for entry to industrial design courses, and I regret greatly that at the moment it frequently is not.

MICHAEL TOVEY
Head of department
Industrial Design
Coventry Lanchester Polytechnic
Priory Street
Coventry

Courses

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THIRD WORLD COMPARISONS

Are schools underfunded?

Susan MacLennan

"Is it true that all primary schools in England have a computer?" We were standing outside at 12th by 8th classroom, with 45 pupils sitting five or six to a bench. The teacher had the sole textbook and the classroom was decorated with a few sunflower, termite-eaten wordcards and pictures fixed to the mudwall with thorns.

The image is familiar. All those who have contact with societies less privileged than our own, return questioning what we regard as essential.

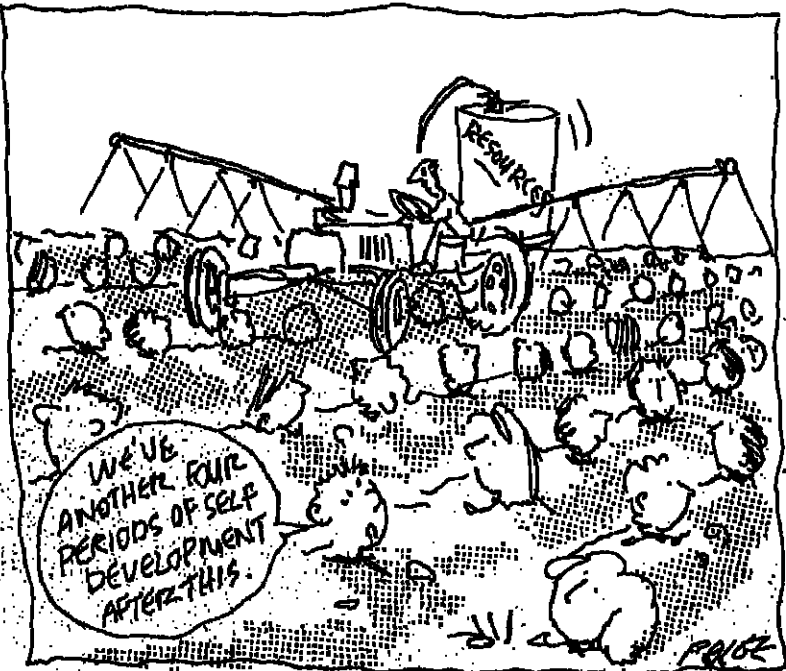
My fiercest critical exposure of the evening before, of under-resourcing of our schools and education system generally in the hands of our present government, seemed uncomfortably close to the stance of a well-fed Californian farmer who announced during a recent BBC film on water resources that as a result of post-irrigation chemical pollution and

salvation of the land, "We are starving".

The image of his still vast acres of crops, the massive agricultural and construction machinery of a technological society, and the backdrop of his evidently comfortable home sat very uneasily in the film alongside the images of villagers in northern Burkina Faso working stone by hand-carried stone in their desert-threatened landscape.

Under such circumstances, one cannot fail to ask what is essential. However, perhaps because the question is so powerfully obvious, we often fail to ask more important and related questions. Why do we feel it is essential? What is there in our circumstances that make it seem essential?

The closest parallel I have personally encountered in England to that under-resourced African classroom,



BOOK FLOOD

Breaking down the barriers

JR Morton and P Nightingale

One of the ironies of teaching secondary school English is that although children must constantly be introduced to new stimuli to learn effectively, teachers are under constant pressure to narrow the range of their activities. Demands from other subject teachers who see English as a service subject on one side are matched by pressure from government to introduce a more structured, language-based system on the other.

The recent English 5 to 16 document is one example. Clever marketing by publishers has also led many English departments to return to a dependence on course books and reading materials. It is a depressing picture for

anyone who sees English as a creative discipline.

In this atmosphere, it is difficult indeed for innovative practice to find much evidence. It is heartening, therefore, to find considerable support among parents, staff and others for an event which was expensive, brief and almost impossible to evaluate.

We called the event a "Book Flood". A few eyebrows were raised when we explained that 600 of our pupils would miss more than half their normal lessons for a week. A few more eyebrows went up at the prospect of some 60 visitors being in school at different times in the week, especially as many more adults might be visiting.

BAD TO VERSE II

The value of performance

Phil Carradice

I read Geoff Fenwick's "Bad to verse" article (Talkback, October 10) with great interest. While agreeing with much that he says I feel that he misses the mark on several important issues when dealing with poetry and poetry teaching in schools.

First, there is a quite distinct difference between attitudes towards poetry teaching in the junior and secondary sectors. In junior schools, poetry is alive and kicking - pupils enjoy reading poetry and, indeed, often opt for it as a matter of choice. People such as Wes Magee and Mike Rosen are a vital part of this popularity. Sadly (perhaps) Eleanor Farjeon, Robert Frost and others mentioned by Mr Fenwick, are not in the secondary school. Here, poetry is often despised by the pupils. They see it as boring, twice and totally out of tune with the society of the

1980s. The reasons for this are many and varied. Undoubtedly, the attitude of teachers is important. By the time pupils reach the secondary school, too many teachers see them as mere exam fodder. The needs of modern society are not aesthetic but scientific, and poetry appreciation is relegated to something kids do when not engaged in more serious matters.

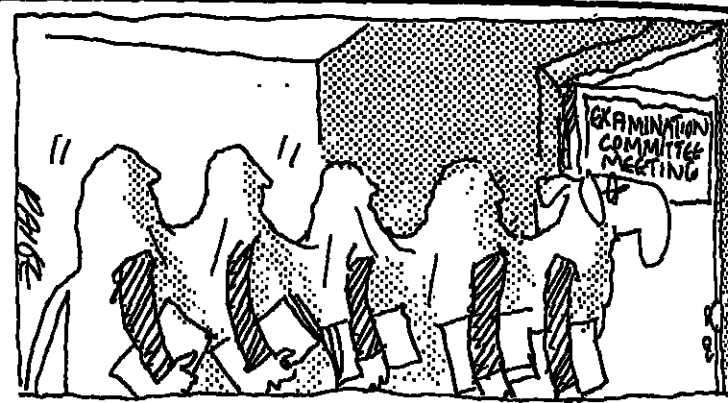
At the same time, many teachers are inhibited in teaching poetry. Too many good poems are killed by a bad reading or performance - to teach poetry well you have got to be able to act and act damn well! Sadly, too many secondary teachers are frightened to look stupid in front of their classes, to be seen as acting out of character or beneath their dignity by actually performing or selling a poem. Primary teachers, in

contrast, know the value of a good performance and see it as stock in trade.

One of the major influences in the recent upsurge of poetry teaching (ignored by Geoff Fenwick in his article) is the input from local authorities and the Poetry Society. Poets going into schools, not as teachers but as poets and performing in their own right, provide a stimulus which too many teachers are incapable of giving. The sooner teachers put away the work of writers like Roger McGough or Stevie Smith the better. The use of song lyrics - beautiful, evocative and relevant as they are - of people such as Bruce Springsteen, John Lennon and Bernie Taupin, that if we say there is much about poetry teaching which is bad, it will come to believe it. And then do something about it.

Unlike Geoff Fenwick, I believe that if we say there is much about poetry teaching which is bad, it will come to believe it. And then do something about it.

Phil Carradice is a poet and deputy principal of Meadows School, The bridge Wells.



AS LEVELS

The last straw?

Sean O'Reilly

I have recently received a very glossy brochure from the Department of Education and Science giving details of the new Advanced Supplementary (AS) levels. Most of the examining boards intend to offer at least 16 different syllabuses in subjects that include human biology, classics, electronics, religious studies, geology and industrial studies.

Few people would disagree with the need to broaden the curriculum for A level pupils. Many of us can still remember the failure to implement N and P levels. However, if the new AS levels are to meet the stated aims, then I suggest that schools concentrate only on those subjects that really complement a particular pupil's A level subject choice. Appropriate subjects ought to be broadly and thematically based. Possible subject titles could include science in society, design and technology, industrial studies or general studies. What we want to avoid is a rehash of existing GCE O or A-O level syllabuses in a plethora of subjects.

Even if an examining board provides a particularly attractive syllabus, individual teachers and schools still have to design and provide the necessary resources to teach the course effectively. In view of the present need to develop GCSE, CPVE, TVEI and other

schemes of work, this new task might prove to be the straw that breaks the camel's back. It may be possible to use existing "off the shelf" courses as an alternative. I give as an example the Association for Science Education's "Science in Society" course which is backed by a wealth of published paper and teacher resource material.

The best way ahead, in my opinion, is for examining boards to agree to put forward a few key course syllabuses covering most of the curriculum spectrum. The Department of Education and Science, through the Secondary Examinations Council (SEC), should then support financially a programme to develop and test suitable teaching resources. I believe that SEC does intend to support a somewhat narrower range of subjects at present.

If there is no rationalization in the present approach to AS levels, then the problems of decreasing sixth-form numbers, the continuing shortage of specialist teachers compared to pressure of other curriculum developments, could lead to the premature demise of AS levels. If this were to occur then the losers will be future sixth-form pupils.

Sean O'Reilly is deputy head of Bishopstree School, Chesham, Herts.

Friends of the family

Teachers are under attack from a new fundamentalist campaign, Martin Loney warns



The Conservative Party backbench revolt over the Education Bill provided an opportunity for the recently formed Conservative Family Campaign to flex its political muscle. The campaign played a key role in mobilizing support for the amendment which would have allowed parents to withdraw children from sex education lessons.

But the Conservative Family Campaign has a much wider agenda than the nation's classrooms, for it seeks nothing less than the remoralization of the nation's life.

It has much in common with the moral majority movement in the United States, which has sought to combine religious fundamentalism with fervent support for free enterprise at home and an aggressive foreign policy. Like its British counterpart, the moral majority has been keen to keep sex out of the classroom and only 15 per cent of American school districts provide sex education. This may help to account for the fact that the teenage birth rate is more than twice that of Britain.

The Conservative Family Campaign is vigorous in its attack on welfare payments, divorce, abortion and sexual deviancy. Permissiveness is seen as the main cause of contemporary social problems. One campaign publication argues: "Permissiveness is costly and harmful. Immoral behaviour encourages socialism."

The solution to our problems is simple: a restoration of the traditional patriarchal family and a reassertion of fundamentalist Christianity. The implications of this for those in welfare professions have been spelled out with dazzling clarity by the chairman of the campaign, Graham Webster-Gardiner. "How often," he said, "have I had to comment at supposedly Christian gatherings discussing, for example, marriage counselling, that the only textbook needed is God's: The Bible!"

The Conservative Family Campaign believes that social reforms, far from being a rational response to social problems, are, in fact, the creators of social problems. For them, divorce is caused not by the fact that some married people

cannot stand the sight of one another or by the many pressures placed on the nuclear family, but rather by divorce legislation.

David Ames, MP for Basildon, one of the founders of the campaign argues: "I think we've had enough of the so-called 'caring' solutions to problems. In the name of 'caring' for women we have an abortion law which has created an abortion industry, which left thousands of women physically and mentally scarred. In the name of 'caring' for married couples we have divorce laws which have resulted in one in every three marriages ending, and hundreds of children left neglected at the attention they need."

The solution for the Conservative Family Campaign is the reconstruction of the middle-class Victorian family. "The Conservative Family Campaign aims to put the father back at the head of the family table, he should be the breadwinner, he should be responsible for his children's actions. He should be respected by those who teach his children. He should be upheld by social workers, doctors and others who professionally come into contact with his children. Years of militant feminism, and harmful legislation like the Equal Opportunities Act, have undermined the clear biblical concept of the father."

The role of women is equally clear: "Twenty years of a woman's life devoted to nurturing the family far outweigh twenty years of taking a man's job."

It is in the decline of the family, the trend to progressive teaching methods and the permissive legislation of the sixties that we find the origin of today's social ills. Crime and violence result from family breakdown and the absence of authority in the family. "Rising crime will fall when children who come from families where authority is respected go into society and respect authority."

How this kind of argument accounts for the 50 per cent increase in recorded crime during the Thatcher Government is unclear, unless we are to assume that it has further eroded the family.

The Achilles heel of the campaign is precisely that: the way in which the Government under Margaret Thatcher has increased the pressures on the family, through reducing benefit levels, raising unemployment, increasing inequality and economies in education and the social services. Equally the proposition that the family is a quintessentially Conservative preserve, or a cornerstone of a free enterprise society, is highly suspect. In America, that most admired of free enterprise societies, the divorce rate is rocketing and the family is more celebrated in moral majority mythology than in social reality.

The American critic, Christopher Lasch, has noted the link between the wider values of free enterprise America, with its endless search for novelty and its transformation of social life into an odyssey of consumption, and the decline of the family. "It is the logic of consumerism that undermines the values of loyalty and permanence and promotes a different set of values that is destructive of family life. The need for novelty and fresh stimulation becomes ever more intense, intervening interludes of boredom are increasingly intolerable."

It would, however, be foolhardy to ignore the potential appeal of arguments which simultaneously legitimize further cutbacks in state welfare, placing responsibility clearly with the family, while essentially blaming liberal attitudes and legislation for today's social problems.

In the United States, one of President Reagan's great strengths has been his ability to mobilize a populist constituency whose fervour is regularly reinforced by a diet of televised revival meetings.

Blind to the needs of the deaf

The new approach to specialist teacher training will gravely damage the education of deaf children, Andreas Markides argues



Last year the Government specified in its White Paper, *Better Schools*, that in future all class teachers of the deaf "should be prepared for that work by in-service training."

This policy resulted from a recommendation of the Advisory Committee on Supply and Education of Teachers, which at the time did not include a single member with specialist knowledge of the education of hearing-impaired children.

If implemented, this recommendation will gravely and adversely affect the education of hearing-impaired children.

At present there are seven training courses for teachers of the deaf in the United Kingdom - one in Scotland and six in England. Every year they produce 120 to 140 qualified teachers of the deaf, just sufficient to meet the present needs of the service.

Candidates currently admitted to these training courses come from four distinct groups.

Every year 60 to 70 certificated, experienced teachers apply for training as teachers of the deaf. Of these, 30 to 60 are accepted for training. At present relatively few successful and experienced teachers are coming forward for training as teachers of the deaf. In times of economic difficulties and uncertainties very few professionals leave their secure employment in search of new ventures. Most successful teachers, already well established in their posts in ordinary schools, would consider it detrimental to their promotion prospects to switch over to the education of hearing-impaired children.

Last year, of those experienced, qualified teachers who were offered a place on one of the main training courses for teachers of the deaf only one in five was able to secure secondment.

Between 40 and 60 qualified teachers apply for training each year direct from college or university and of these 20 to 30 are accepted.

In addition, 150 to 200 other university graduates complete each year for the 15 to 18 places available. At the end of their training period, qualified teacher status is conferred and also the qualification for teaching hearing-impaired children.

The fourth route into teaching the deaf is for under-graduates studying for the four-year BA

honours degree in combined studies leading to qualified teacher status and the qualification to teach hearing-impaired children. Nearly 200 candidates every year apply for entry to this university course and 25 to 30 are accepted.

If the Secretary of State for Education and Science implements the *Better Schools* recommendation, in future only candidates from the first group would be accepted for training as teachers of the deaf, causing an immediate and long-term shortage of teachers of the deaf. Only 60 to 70 experienced teachers come forward each year when an output of approximately 120 to 140 is needed. This shortage could eventually undermine the mandatory qualification for teaching hearing-impaired children.

It seems highly likely that the great majority of the talented young candidates would be lost to deaf education if they were required to satisfy the new regulations. Young teachers of the deaf in their early and mid-twenties would be non-existent and even fewer would enter the deaf teaching profession than at present.

Narrowing the base of recruitment of teachers of the deaf is likely to reduce the overall quality of the entry to the profession. At present there is a shortage of hearing-impaired and ethnic minority candidates. If this recommendation is adopted, it would mean that even fewer would be recruited. It is also likely to further restrict the subject specialists available to deaf children in secondary schools - especially sciences.

A hearing-impaired child requires a special type of teacher. They need to have: the intellectual ability to extract, abstract and synthesize information from a wide range of materials; the ability to monitor the speech

of hearing-impaired children;

the ability to express ideas clearly and concisely;

a warm, pleasant and adaptable personality;

a commitment to the education of hearing-impaired children.

The *Better Schools* proposal will considerably increase the cost of the training of future teachers of the deaf and could bring about the closure of well established and successful courses. The dispersal of trainers and researchers in this field will adversely affect both teaching and research.

Training teachers of the deaf solely from the in-service pool of experienced teachers did not work in the past, is not working now, and most likely will not work in the future.

The London course, for example, started with in-service teachers with at least five years' teaching experience. In a relatively short period of time the figure decreased to three years, then to one and eventually the course was discontinued.

The Oxford course was originally planned to cater for experienced teachers only, but this could not be implemented and a proportion of "end-on" students has been admitted to the course since its inception. At present 45 per cent of the students on the course are without any previous full-time teaching experience, and only 25 per cent are experienced, qualified teachers on full secondment.

It is essential to attract, select and train the best available candidates. The main courses of teacher training in this field have developed and expanded on this principle. At present just over 80 per cent of hearing-impaired children in this country are educated in mainstream education. This is an enormous achievement and it reflects to

Indeed religion has so far penetrated the ranks of the modern Republicans that Pat Robertson, a preacher, who claims daily discussions with God, is viewed as a serious contender for the Presidential nomination.

In this country Thatcherism has been far less successful in mobilizing a populist base, but as the devastating consequences of its economic policy become clear, the search for a new social agenda with which to rally the Party becomes ever more pressing.

In the heyday of monetarism it was union power, public spending and the avaricious greed of public sector employees which threatened the nation's survival. The Government's own policies have shown the speciousness of this analysis as it has orchestrated declining public services without any of the promised private sector revival.

The new rhetoric reflects a different kind of attack on the public sector. This time social workers, teachers and other education and welfare workers will be responsible not for Britain's economic decline, but for our moral decline. In the new Toryism yobs in the classroom result not from special deprivation or the absence of any promise of future employment, nor even from the under-funded, overstressed, inner city schools.

The answer is altogether more simple, as the Home Secretary made clear to the Party faithful in Bournemouth: yobs are here, in increasing numbers, because teachers have failed to impose discipline. Permissive attitudes are to blame, not social conditions. The solution, in short, is not social reform but the educational equivalent of the water cannon.

The Conservative Family Campaign has been in existence a mere six months, its arguments are evidently superficial, its use of reasoned evidence and analysis non-existent, yet it is already a powerful voice in the party. Monetarism has failed to deliver the promised economic recovery. Thatcherism Mark II may well find new hope in a return to more fundamental questions.

Martin Loney teaches in the faculty of social sciences of the Open University.



a large extent the calibre, motivation, training and commitment of the teachers of the deaf who made it happen. It was the teachers of the deaf who pioneered integration in this country - not the Warnock Report.

Educating hearing-impaired children, be it at pre-school or school level, in special schools and units, in ordinary schools, in the peripatetic service or in further and technical education requires a special approach which can be developed only through proper training. The experience of teaching normally-hearing children for a significant period of time does not of itself guarantee an enhanced ability to teach hearing-impaired children.

Better Schools emphasized both quality of teachers and high standards. Teachers of the deaf meet these criteria but may not continue to do so for long if their future training is restricted solely to the in-service pool. It is essential to maintain a broad-based entry to the profession and allow the relevant teacher-training establishments to attract, select and train the best available candidates.

Dr Andreas Markides is senior lecturer in education of the deaf at the Department of Audiology and Education of the Deaf, University of Manchester.

The Technical and Vocational Education Initiative will fail: not because, as many outside the scheme feel, it is a divisive anachronism; nor because of major antipathy towards its aims within the schools. It will fail because this worthwhile attempt to introduce much needed reform cannot succeed within the present structure of secondary education.

In the TVEI, the Manpower Services Commission set out to promote positive efforts to avoid gender stereotyping; the encouragement of initiative, problem-solving abilities and other aspects of personal development; regular assessment and discussion with students about their progress (profiling); and appropriate work experience (my emphasis).

Few would find fault with such aims, although there are those who dismiss them as rhetoric designed to draw attention away from the Government's direct intervention in the curriculum. That this is not so is patent to those involved in the initiative. Indeed, the Government's agency has been conspicuous by its absence when the TVEI curricula are being determined.

The flesh on the bones of the MSC's guidelines

'TVEI will fail'



predicts Mike Leach, one of the scheme's official assessors

has been provided, in the main, by those teachers most directly concerned with the initiative.

It must also be said that TVEI is not a "sink" for less able students. The evidence we have collected from 13 schemes indicates that, overall, students from a wide range of ability have been attracted to TVEI, although there are the exceptions to the rule in both directions.

Those who believe TVEI is a backdoor route to selection ask at this point: what

is in it for the more academically gifted? The answer is: two or three extra O levels in subjects such as electronics, computing, business studies, and so on, to add to the five or so they are taking in the general part of their course. In addition, they will possibly undertake one or more residential courses, a work experience placement, and perhaps some form of profiling.

For the middle range of ability, TVEI provides an opportunity to take a range of alternative

qualifications such as City and Guilds, and City and TEC foundation courses. For the less able, a range of profiles and records of achievement, being developed which can be shown to prospective employers.

TVEI courses have proved to be very popular with those taking them. Our evidence, based on the responses of over 2,500 TVEI students, indicates that TVEI courses are almost universally well received.

Why, then, should I claim that TVEI will fail? Because it is precisely those elements which motivate students and engender an enthusiasm for education for its own sake which are least likely to fit into the structure of education as it is today.

One brave TVEI authority introduced an ambitious and wide ranging scheme which emphasized problem-solving and student-centred approaches to learning almost across the curriculum. The effect on the students who embarked on the scheme was remarkable: attendance increased, and teachers reported a marked change in the students' motivation, interest and general behaviour. As one teacher said: "They're now a joy to teach."

As anyone reading between the lines will guess, these were almost exclusively low-ability, non-examination students. Sweeping curriculum change and traditional examinations tend to be mutually exclusive.

Few would disagree that our education fails the bottom 40 per cent. It can be argued, however, that in many respects education fails 100 per cent of children.

The student who has gained perhaps nine O levels and three A levels, and gone to university has benefited immensely from the education system; and indeed, it is largely for these students that the system is tailored. But what has such a successful student really gained?

He or she has obviously gained access to a privileged layer of society. The student has also imbibed a great deal of knowledge, but this

'It is precisely those elements which motivate students least able to fit into the structure of education'

emphasis has been placed on the use of the knowledge. And the majority of what has been learned will be forgotten in a few years' time. Despite attempts to reform it, the learning of a large body of knowledge remains a dominant feature of our education system. The purpose of such a system is unclear unless it is simply intended to sift out a few winners from a very large number of losers. It even fails to achieve this highly dubious aim, however, because what it selects for is diligence and a certain instrumentality at the expense of flair, imagination and creativity.

A knowledge of facts is needed, but the education system emphasizes knowledge for its own sake rather than knowledge for a purpose. And the further requirement that those who should be memorized is almost beyond belief given the fallibility of memory. It is hardly surprising that there is a crisis in secondary schools when students are expected to learn about facts, most of which have no relevance whatsoever to their lives.

This view of education is not new: it has been expressed most eloquently in recent years by the Education for Capability movement of the Royal Society of Arts.

It is also apparent that examination boards have become increasingly aware of the shortcomings of the system: from Mode III to GCSE there have been successive attempts to demand from the examinees interpretation and application of the facts rather than the simple reporting of them. But all these attempts have been far too little and very much too late.

There is an urgent need for a total reform of our education system, not only for the pupils' benefit, but also for the sake of our economy. A stimulating and imaginative education system produces a stimulated and imaginative workforce.

Turning again to TVEI, it is apparent that it cannot meet those aims established by the National Steering Group in 1983: "... to explore and test ways of organizing and managing the education of 14 to 18-year-old young people across the ability range so that none of them is

attracted to seek the qualifications which will be of direct value to them at work and more of them achieve these qualifications and skills; they are better equipped to enter the world of employment which will await them; they acquire a more direct appreciation of the practical application of the qualifications for which they are working; they become accustomed to using their skills and knowledge to solve the real-world problems they will meet at work; more emphasis is placed on developing initiative, motivation and enterprise as well as problem-solving skills and other aspects of personal development.

TVEI cannot meet these aims because in a content-laden curriculum forced in particular on those of high ability, there simply is not the time.

Educationally, we are becoming the sick man of Europe and of the rest of the Western world, not simply because of a lack of spending but for more complex structural reasons. We have failed to innovate at anything like the pace required in the modern world. Despite attempts to "integrate" the curriculum and to introduce profiling and records of achievement, little has changed in secondary schools, almost exclusively as a result of the stranglehold of the 16-plus examination system.

'What is required is a single, unified system of recording achievements for all students'

What is required is a single, unified system of recording achievement for all students, one which encourages and even forces teachers to teach the use rather than the acquisition of knowledge. It does not take a great deal of imagination to envisage such a system; indeed, there are several blueprints in existence from which to choose.

But who - or what - will bring about change? The universities which use secondary education as a selection process could promote change but it is unlikely that they will while the current examination system provides a convenient measure of student performance.

The examination boards are equally unlikely to create change: they are doing what they know best - providing carefully developed and rigorous examinations.

It is difficult for schools to act as a unified pressure group, and anyway, they are performing the role for which teachers have been specifically trained: providing a knowledge-based curriculum. A move to a radically different system would require a massive programme of in-service education and a major shift in emphasis in initial teacher training.

There are those who will throw up their hands in horror at the suggestion that central government take more centralized control of education. Yet TVEI has shown that it is possible for genuine academic innovation to occur as a consequence of a centrally directed programme.

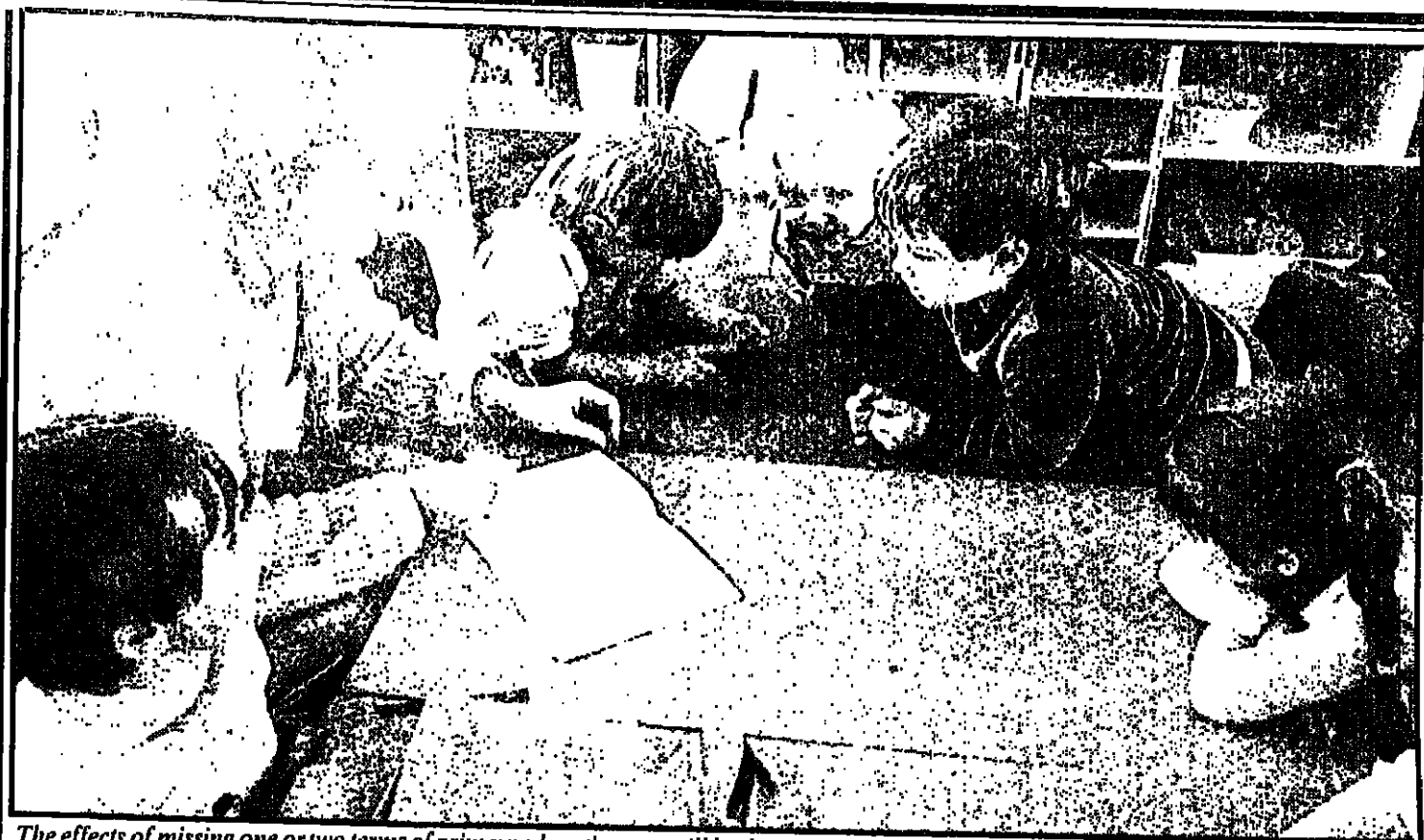
What I am advocating is not centralized control of the curriculum; rather that the Government should provide a framework within which educationalists have the freedom to develop a system more relevant to the needs of all students. This would probably require legislation, and there would, no doubt, be a great deal of resistance from the currently autonomous examining boards. However, even the most ardent apologist for the present examination system would have difficulty defending the plethora of examinations at 16, 17 and 18-plus.

If we are to have an education system for the 21st century rather than a system with one foot still in the 19th, we must act quickly and with determination. Change will not be painless, nor will it be cheap, but until we grasp this particular nettle we will continue to squander our most precious resource: the inherent, but currently grossly underdeveloped, ability of people to think and act creatively and independently.

Mike Leach is a co-director of the TVEI evaluation programme at Lancaster University.

NEXT WEEK

Back to the future
How a return to matriculation could reduce the academic bias and rationalize the 14 to 19 curriculum.



The effects of missing one or two terms of primary education can still be detected at the secondary age

All together please

In the report of the House of Commons Select Committee on Achievement in Primary Schools, the question of entry age has once again been fudged. The admission of children to infant classes before statutory school age is so hedged about with conditions that we are no further forward in promoting equal opportunity.

In the tradition of select committees, what at first sight seems a reasonable compromise between these opposing views, turns out on closer examination to reveal only a superficial treatment of the issue. Equally important, the necessity for legislative changes to improve the provision for children under five is sadly ignored.

The main recommendations in this section of the report are:

- no change in the statutory age of entry;
- children should be able to start their education at the beginning of the school year in which they will be five, either in nursery or infant classes;
- the same staffing and equipment levels should apply in these classes;
- the provision should be part-time until statutory school age;
- staffing should be based on summer rolls; and
- The DES should develop a national policy for four year olds.

The committee acknowledges the problem of unequal length of schooling but has failed to address the root cause: the practice in most I.e.s.s of a termly entry to a year group-based system. England is the only country whose education law encourages discrimination against the younger children in the year group. Local authorities are permitted to deprive the youngest of one, two or three terms schooling: a loss for which there can be no compensation.

For every country I have investigated, whatever the age of starting school, children all begin their compulsory education in class one and have to complete a minimum number of years before being allowed to leave school. Educational systems are universally organized on the basis of school year groups and children become eligible, or obliged, to attend school according to their membership of the year group.

This contrasts starkly with the English system. A minority of children start school at the beginning of the school year and have a full year in the reception class. The majority join the reception class one or two terms later. In 18 authorities the youngest children do not join their peers until the beginning of the second year of schooling, having missed the whole of class one.

Many studies have identified summer-born children as disadvantaged. But as G.R. Booth puts it so well in his study, their authors have often "quintessentially neglected to consider length of primary schooling as a possible cause. However, there is considerable research evidence which points positively to unequal length of schooling as one of the factors in children's underachievement." For example, Rogan and Gorbach (Educational Research, Vol 21) reported in 1978 that the



Jennifer Myers attacks the continuing fudge over 'rising fives'

analysis of data from the National Child Development Study. The sample for this study was 10,000 children all born during the same week. The age effect could therefore be ignored and the authors showed that all other variables (including pre-school experience) being taken account of, those children who started school early achieved better academically than those who started later. This effect was still discernible in secondary schools.

Booth's findings published in 1980 (Educational Research, Vol 23) make a positive association between a single start date and improved performance by younger children.

"Length of schooling exerts twice as much influence for change at this stage in [primary] education as does developmental maturation."

His study, conducted in a Scottish I.e.s. which has a single entry admission policy, shows a significant improvement in reading age scores for the younger children in comparison with national norms. It also shows that a loss of as little as 10 days of full-time education (due to adverse winter conditions etc) has a detectable adverse effect on overall achievement.

The Inner London Education Authority Junior School Project (1986) draws attention to the differences between autumn and summer born members of the year group in social and behavioural attitudes and in "reading, writing and mathematics attainment" and concludes that "in part, this was due to the marked differences in length of infant schooling (an average of nine months between autumn and summer born)".

These findings make quite clear that disadvantage is caused by shorter lengths of primary experience, irrespective of nursery/playgroup provision. The only remedy is a different interpretation of compulsory school age. The legislation must be amended so that the obligation on I.e.s.s and parents is to provide "efficient full-time" education from the beginning of the school year in which children will reach their fifth birthday, so that every child receives 12 years of full-time education.

If the flexibility contained within the West German system was also incorporated, parents who considered their child developmentally unready for school, would be able to request assessment for deferment of school start date for one year.

Legislation which ensures equality of primary education must also address the current inequality of nursery education. A new Education Act should offer all children a part-time nursery place at the beginning of the school year in which they will be four, preferably, as the select committee suggests, in a nursery class attached to a primary school. Such classes provide the continuity of educational experience so necessary in a child's early years, and help to keep both nursery and reception class teachers aware of the curriculum requirements in both areas.

The National Association of Head Teachers makes the point in its evidence to the Select Committee that there is no ideal pupil-teacher ratio and schools need to be staffed on a curriculum and other needs basis.

However, the special staffing requirements of nursery classes expressed in terms of adult:child ratios have long been recognized, and it would seem appropriate to recognise reception classes in the same way. This would be the case whatever the actual age of children in the reception classes, for the first year of schooling is a special case and all members of such a class deserve a high level of staffing and resource.

No one would suggest though, that children from five-plus to sixteen should be removed from education until better PTRs are funded and implemented, or another, better system for deciding appropriate staffing levels is introduced in its place. Similarly, the youngest children must not be excluded from education because the optimum conditions have not yet been created. They must be given the right to enjoy an equal amount of full-time schooling as their peers.

Some I.e.s.s (about one-third) are already offering a single entry date within the financial restrictions being suffered by the education system as a whole, and some of them have the kind of staffing ratios, ancillary help and flexibility which could be used as examples of "good practice". It is unfortunate that the Select Committee has not identified these I.e.s.s and instead has chosen to recommend a policy that is wasteful of scarce resources.

Those that advocate termly entry, however disguised, must address the result of their advocacy: the youngest in the year group receive the least amount of education. This is manifestly unfair.

Jennifer Myers has two children in primary schools and is a full-time student. First school admission: the case for September entry for all published by Eding CASE contains further references and is available, price £2, from 151 Sudland Road, London W9 3JW.



Started in makeshift accommodation in 1906, the junior technical schools conceived by Leeds CEO, Dr James Graham (below), were neglected for thirty years by local politicians

The death of the junior tech

Writing about the death of the secondary technical school from a DES standpoint, John Hudson (TES October 10) said that it would be useful to have a local authority view of what happened. Leeds pioneered technical education for youngsters of school age from the beginning of the century.

James Graham, the city's great director of education, was a foremost champion of the technical side. He had a vision of a system of post-elementary, junior technical schools, which would provide a two-year course of preparatory industrial education for every boy destined for work in industry.

Backed by an enthusiastic local Liberal administration, he established three such schools in 1906, intending eventually to have a network covering the whole city. Unlike junior technical schools elsewhere, Graham's schools were independent of the local technical college.

But demand for places in the schools was so poor that one soon had to be closed.

Then the Conservatives came to power on the council, bent on economy and with no special enthusiasm for junior technical schools. Priority was given to building up the secondary school system and Graham's technical school scheme was quietly buried.

The two surviving junior technical schools had started life in makeshift accommodation in the buildings of two old, almost derelict, mechanics' institutes. Despite their excellent work and frequent strong words from H.M. Inspectorate, they were allowed to go on in this way for 28 years. For this, the First World War, the Geddes Axe and the great slump shared the blame with municipal penny-pinching and the local politicians' lack of interest.

Whether because of the poverty of the facilities or out of sheer bias, there was a reluctance on the part of the elementary headmasters to recommend the schools to their boys. Parents either did not know of their existence or their purpose was not properly understood. Their independent status meant that they suffered from want of adequate specialist staff and equipment and the refusal to spend money on them frustrated their development.



W.R. Meyer traces the decline and fall of one man's vision

From the start they had provided general as well as technical education, but their lack of attachment to a college and the lack of funding led them increasingly to take the easy option and to deny their purpose by expanding the general side at the expense of the technical.

In 1934, three years after Graham's death in office, the schools were amalgamated as a junior department of the Leeds technical college. Technical courses above the level of bench work could now be introduced and the expertise of the senior college staff could be called on. A third-year course was added and the school was soon in a flourishing state, preparing boys for work in either mechanical or electrical engineering or building.

The combined school, however, had for its headquarters and classrooms a building which had long since been condemned as school accommodation. During the war it lost even this poor abode and had to make do with a scattered set of rooms which no one else wanted.

In 1944 the I.e.s.s., acting, as usual, out of expediency, put the junior technical school into the premises of a large, redundant secondary school, alongside some secondary forms for which there was no room anywhere else. A history specialist, who happened to be a spare headmaster, was put in charge of the whole show.

In 1945 the Conservatives fell from power on the council and the incoming Labour administration decided to phase out the secondary side of the 1944 school and develop its technical side as a Spens-type, five-year secondary technical school. A girls' secondary technical school was started in another redundant building and in its development plan the authority proposed to build nine new secondary technical schools (two of them to replace the existing ones) and five bilateral modern technical schools.

But the development plan was thwarted by

devised and based on wildly unrealistic assumptions. Not a single new technical school was ever built. From 1951 to 1953 Labour was out of office and when it returned it had a new educational hobby-horse. Although it kept 11-plus selection, it now gave its best efforts to establishing comprehensive schools.

The CEO of the day seems to have had no special affection for technical schools, but even if he had, the days were gone when a James Graham could publicly scold his committee for not doing what it was told.

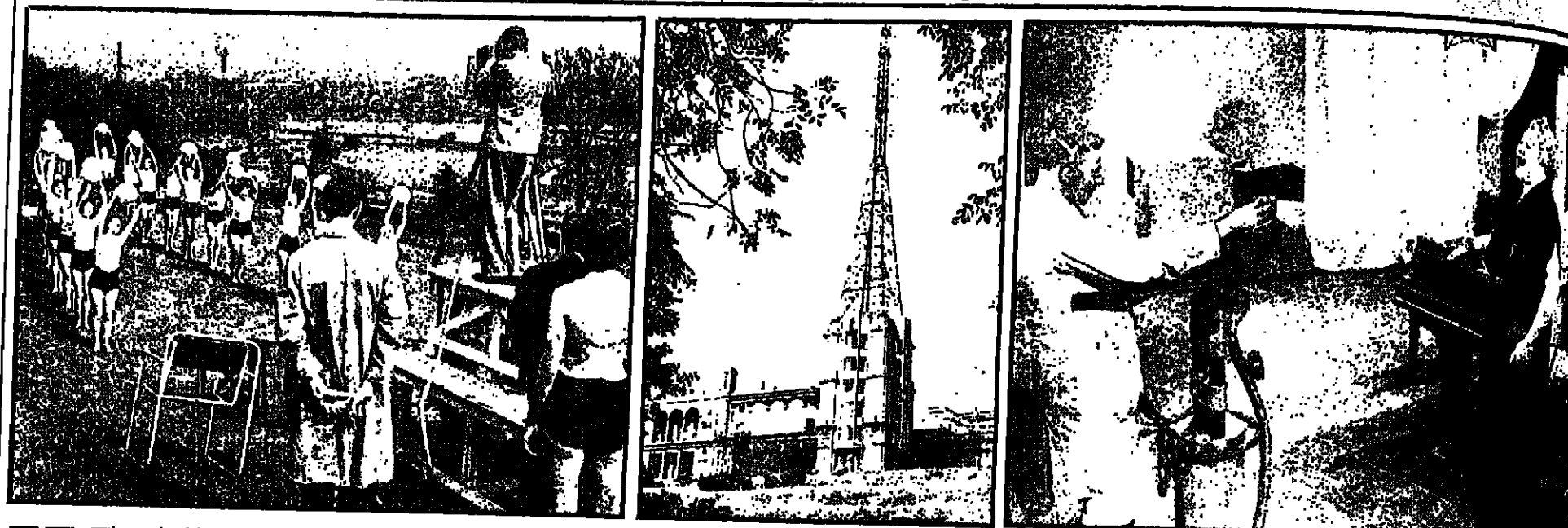
Under the headship of the history man the boys' secondary technical school had a chaotic existence until in 1952 a man with suitable qualifications, John Whitehead, took it over. Qualified judges reckoned the new man to be the best head ever to serve the I.e.s.s, and he lived up to the title by making his school one of the finest of its type in the country.

Even so, demand for places for boys of ability was poor and it was not for some time that the school could fill its places without making a second skimming of the 11-plus marks list. Significantly, given the climate of the day, Whitehead eventually left to take charge of one of Leeds' first comprehensive schools.

During his headship, the school was already coming to resemble an academic grammar school (subjects like plumbing and bricklaying had been dropped even before he arrived). Under his successors, in the 60s, this process of "purification" continued, until the school was no longer referred to as a technical school and seemed hardly aware of its antecedents. Few of the staff had industrial experience, and from 1963 until 1972, when the school went comprehensive, the headmaster was a linguist.

W.R. Meyer is a Research Fellow in the University of Leeds School of Education.

Review



When, in May 1930, Britain's first television play was planned, the choice of script was tightly limited. It had to be short and, as the sole transmitting technique then available – the Baird mechanical system – allowed shots of only a single standing or sitting figure, with a minimum of movement, the play's physical scope was also constrained.

The choice fell on Pirandello's *The Man with the Flower in his Mouth*; and when, produced by that notable broadcasting pioneer, Lance Sieveking, it was duly screened in July, the transmission was accounted – despite its being almost unbelievably primitive by modern technical standards – a considerable success. The experiment was not, though, soon repeated; and when the survivors of the production met on a commemorative programme many years later, they admitted that at the time they had had no idea of the vast size and sophistication of the task that was eventually to swell from that first crude and tentative acorn.

Being just one at the time, I will not boast of any firm recollection of the details of the production; and was not to become an avid tele-addict until fully six years later when (fifty years ago this week) the BBC began its first regular transmissions from Alexandra Palace ("Ally Pally"). My father, though not professionally involved, was vividly interested in all broadcasting innovation and so installed a television set – or "television" as it was originally known – very early on.

The floridity of Pirandello's title masks his play's grim content; for the flower in question is in fact oral cancer. That the first television play should have concerned an irresistibly malignant and fast-growing tumour is doubtless looked upon as only too aptly and lugubriously symbolic by professional telephobes.

By the time the BBC launched its first regular programme, it was finally coming down in favour of the Marconi-EMI electronic system of transmission after a series of parallel trials during which the immense technical superiority – and far greater reliability – of the EMI system over the Baird became rapidly and overwhelmingly manifest.

Thereafter, Baird was out in the cold; but his is the kudos of television's principal trail-blazer. Though he had, tragically, spent so many years – with pitifully little money, and often in great personal hardship – exploring what turned out at last to be a technical blind alley, no one did more to awake and sustain public interest in the possibility of television and to goad others into its actual convincing achievement.

Early picture-size was tiny: 12 inches by 10, with some screens even smaller at 10 by 8. As direct exposure to the cathode ray tube was deemed perilous by experts, in some sets it was placed horizontally and one watched its picture reflected into a mirror above. I recall a neighbour coming in to see this new miracle entertainment and saying rather crushingly that it was like sitting in the back row of a cinema circle and then watching the screen through the wrong end of a pair of opera glasses. She wasn't reinvented.

Hours of transmissions were initially very limited: two hours in the evening, starting at nine; then, mid-afternoon programmes, followed by a Children's Hour. The first announcers made a deep impression. Leslie Mitchell seemed the epitome of deft tailoring and debonair cool; and the "Lady Announcers", Jasmine Bligh and Elizabeth Cowell seemed to me, at seven, utterly radiant creatures, emanating from a world of almost incomprehensible elegance and glamour. Both of them were, however, just voices.

Birth of the box

This week marks the fiftieth anniversary of the BBC's first transmission from Alexandra Palace. Martin Fagg, who was seven at the time, recalls what he saw and heard



The Women's League of Health and Beauty (top left), Sophie Tucker in *Starlight*, and (above) the first Pirandello.

not even the most assiduous seekers after Thirties feel and atmosphere seem able successfully to recreate in their vocal coaching for plays set in the decade.

Despite the staggering technical advance represented by the new electronic system, "technical hitches" were common (they're not infrequent even 50 years on) and were a source of regular glee, at least to junior viewers. Lights often exploded, showering announcers ("presenters" were as yet unknown – at least by that name) with splinters of hot glass. With the true Beethovenian sangfroid that was to give civilian morale such rock-like support during the ensuing war, they read imperturbably on, brushing the fragments from their brilliantined hair as they did so.

But the most exciting contretemps I can recall involved a roller-skating duo who were whirling one another round and round at ever greater speed on the rim of a tub. Their hands were, of course, firmly clasped – but not, alas, quite firmly enough. Suddenly, as if hurled from a Roman ballista, the girl disappeared and was heard, amid a volley of screams, oaths and crashes, registering a direct hit on the circumambient equipment. She was, miraculously, only mildly contused.

First coverage of such leading sporting events as the Derby, the Boat Race, etc. consisted simply of stationing one camera at the start and another at the finish to register the winner (flashing by, as the Derby was, in a flash of light). Both cameras were, however, just voices.

windows and brought down all the ceilings. The corner where our set stood was cracked open by a large trifid growth invaded the room – a damp and mould. In 1946, when transmissions resumed on the day before the first major post-war programme, an OB of the Viceroy Parade, it seemed impossible that, exposed to nearly seven years of such neglect and dereliction, the set should work. It did – perfectly. No bulbs obsolescence then. When, inevitably, I was superseded by a new model, we could not leave such a good and faithful servant; and so, in handsome Marconi rosewood cabinet adapted to a handy house-cupboard, it went on displaying spirited entertainment for many years thereafter.

In those deeply austere postwar years, resources for television expansion were scarce and development consequently slow. The same bland, clumsy newsreel had to serve for several days running. The tone was intensely post-establishment, with accents even more genteel, possible, than in 1936. Grotesque incongruities abounded and seemed somehow less forgivable than before – perhaps I had just been too young to notice them. Thus, while everyone else in British television's first (and utterly execrable) "soap", "The Grove Family", spoke stage-accident, the daughter enunciated pure, unadorned Received. The one unmissable event of the week was the Sunday night play. Everything still went out live; and I remember how the actress playing Fanny's mother in a production of Shaw's *Fanny's First Play* was obviously so unimpressed by her first experience of the medium (as so many players have been since) that she totally dried-up, heretofore a long dialogue having to be supplied by the out-of-vision prompter.

It was only with the rush for sets for the Coronation in 1953 that television became a true mass-entertainment medium. The rest is recent social history, chronicled in whole sheets of books almost as meretricious (and that would be difficult) as the programmes they perpetuate.

Anyone wanting an authoritative account of the intricate technical and commercial problems of early television, and of the even more intricate institutional politicking attendant on the genesis of the BBC service, should consult the massive fifth chapter of Volume II of Asa Briggs' *History of Broadcasting in the United Kingdom*.

One could as soon generalize about a medium as multifarious and all-pervasive as television now become as about the human race. Doel, on balance, educate, stir and enlighten more than a deadens, bores and degrades? Perhaps, just as travel may not broaden minds so much as it does minds already broad – and may even further constrict minds already narrow – so television perhaps stimulates those already innately alert and curious but does little for those congenitally passive or environmentally conditioned to be so.

At its very finest, television can approach and even attain the sublime. At its very worst, it nourishes the thesis that the human race has a deep, covert self-contempt.

With television, to adapt Mies van der Rohe, "More is less". As is not the case by and large with books, music or pictures, the more television we see, the less any of it matters to us or even registers. I can remember incident after incident in potent detail of a 1938 adaptation of *Pigmalion*, but I should be hard put to it to supply the name, let alone the plot of any television play I've seen in the last month. This could just be a coincidence or an overwhelming enthusiasm for the medium, but could conceal the principle that the fact of television remains more marvellous than almost anything capable of being repeated.

A year later, the Blitz drove us from our suburban home – just before the bomb which demolished a nearby church, blew out all the

Running smoke rings round the opposition

Liz Heron on the wiles of the tobacco advertisers

Tobacco: the Truth Behind the Smoke Screen. By James Wilkinson. Penguin Special £2.95. 0 14 052374 X. Great Expectations: Advertising and the Tobacco Industry. By Simon Chapman. Comedia £4.95. 0 906 890861.

In Britain in 1984 children aged 11 to 16 spent £90 million on smoking. This one statistic among the many devastating facts and figures in James Wilkinson's *Tobacco* shocks all the more when its implications are placed beside the Government's current youth-directed anti-heroin campaign. James Wilkinson quotes the junior health minister Kenneth Clarke speaking at the 1984 Conservative Party Confer-

ence: "dealing in addictive drugs is not a crime of passion or hot blood but a cold-blooded premeditated act by people who know the drugs can kill", and reminds us that though the minister was talking about heroin, the condemnation might equally be applied to the tobacco industry; it is just that tobacco takes a few years longer. Its death rate, though, is on a bigger scale. Another statistic: of 1,000 young adults who smoke regularly, one will be murdered, six will be killed on the roads, and 250 will be killed by tobacco.

It is only since the Fifties that the health risks of smoking have been widely recognized, after the first published studies connecting it with lung cancer. The growing evidence has convinced many over the years to give up or cut down. In the population of Britain as a whole smoking is declining, and in every socio-economic group smokers are now in a minority. Smoking is becoming less socially respectable and is increasingly restricted in public places as a concession to the rights of non-smokers, whose health is now known to suffer too.

Yet worldwide the lethal drug is claiming more and more lives, as the tobacco industry sets its sights on new markets in the Third World. In the industrialized West it intensifies its efforts to conquer those sectors of the market not fully explored in the past. Women, James Wilkinson notes, are an increasing proportion of those who do smoke, and they smoke more heavily than ever before – since the late Seventies cigarette companies have upped their advertising in women's magazines, cashing in on

women's greater financial independence. Young people are the most vulnerable potential smokers. Half-price entry to clubs and discos and discounts on albums, tapes and sports equipment are just some of the inducements on offer to them through membership of one particular brand's promotional club.

After a thorough survey of the major research on tobacco's links with lung and heart disease and poor general health, James Wilkinson makes a savage indictment of the industry on two fronts: its repeated attempts to confuse public perceptions of it, and the ruthless war of attrition it has waged against advertising restrictions. The voluntary agreements with the Department of Health that regulate such promotions have been breached time after time. Wilkinson has been through diversification into other product areas – fashion, holidays, sportswear – while trading on existing brand names or launching new ones. The voluntary agreements with the Department of Health that regulate such promotions have been breached time after time. Wilkinson has been through diversification into other product areas – fashion, holidays, sportswear – while trading on existing brand names or launching new ones. The voluntary agreements with the Department of Health that regulate such promotions have been breached time after time. Wilkinson has been through diversification into other product areas – fashion, holidays, sportswear – while trading on existing brand names or launching new ones.

But Governmental commitment to ending tobacco addiction has never been more than half-hearted. Minutes of a 1954 Cabinet meeting disclosed under the 30-year rule revealed a decision to play down the recently established connection between cigarettes and lung cancer partly because tax revenue was at stake, a factor that, together with business pressures, has dictated policies ever since.

The tobacco industry now faces a mounting opposition from the BMA's campaign – extended world-wide last year – to the proliferation of militant anti-smoking groups using direct ac-

tions. It thrives thanks to legality and the respectability that is enhanced by prestige sponsorship and unabated advertising, both of which, this book concludes, should be banned as a first step to a swift decline in smoking.

Tobacco is an invaluable resource for anyone concerned with health education, though its concentration on smoking as a single issue leaves the author silent on those apparent contradictions about tax revenue and tobacco workers' jobs that, unanswered, hold the economy hostage to the power of the industry. The extent of that power and its unscrupulous abuse is made disturbingly clear in his chapter on the Third World, and it is here that the book is best complemented by Simon Chapman's study. Cluttered as it is with the raw immoderations of a PhD thesis, *Great Expectations* is the less readable of the two, but its arguments carry weight.

Third World deaths from lung cancer are rising as a result of increased cigarette consumption. Even in the worst famine areas non-smokers are being wooed with a combination of advertising – often used to brighten up squalid environments – and promotional plays like free introductory cigarettes and big prize lotteries. Cigarettes are widely sold in single sticks. The role of advertising there – where its glamorous, affluent images also market the cultural superiority of the West – and elsewhere is analysed in terms of how it represents smoking as a desirable social activity, a process that is cumulative, through the ubiquity and repetition of advertising, rather than related to particular instances. An understanding of how advertis-

ing works is surely a necessary part of regulating cigarette promotions and rebutting the industry's curious claim that their intentions are confined to persuading existing smokers to switch brands. The hypocrisy of this is underlined by a persistent refusal to reveal the thinking and planning behind advertising or to make its sales results available, a stance more secretive than that of any other industry.

Simon Chapman reports how letters he wrote to tobacco industry PR agencies in different parts of the world elicited identically worded responses, confirming the globally coordinated public image the industry presents. In fighting tobacco addiction campaigns are truly up against the giants. Both these books are useful weapons.



GAULOISES



lingo

Big bang

Who coined the expression "Big Bang" for the upheaval now taking place in the City? It vividly conveys the traumatic dispersion of the functions once limited by law to the Stock Exchange, as they hurtle off like new planets into unaccustomed orbits.

Could financiers themselves have invented such a term? Behind the conventional pinstripes lurk imagination and humour. For in the wine bars and huddle under the shadow of the Old Lady herself, the talk is of fallen angels, white knights and poison pills; of golden handcuffs, concert parties and mega-bids.

Perhaps the *marzipan* layer invented these phrases? These are the young men now being paid astronomical sums for their expertise and stamina, the high-flyers between the icing (the partners) and the cake. They are wooed from their present firms by *golden handcuffs*, or grappled to them by *golden handcuffs*.

Mega-bid mania has led companies to pray for a *white knight* to step in with a protective counter-bid. If no white knight rides to the rescue, though, the threatened company may resort to *poison pill* methods, itself swallowing a smaller concern it hopes will prove unpalatable to its would-be devourer.

The takeover company may resort to *illegal* methods – such as forming a *concert party* to buy up shares on its behalf.

Fallen angels – companies no longer considered safe investments – *junk bonds* (offering high yields but low security), and *greenmail*, a financial form of blackmail, are all signs of the recession; originating, like some others, in the United States. Perhaps all these picturesque expressions are a way of keeping up one's spirits in stressful times?

Teaching Britain's Community Languages: materials and methods. By Marion Molteno. Centre for information on Language Teaching and Research, P O Box 573, London NW1 4SU. £4.95 + 75p p&p. 0 949003 650.

In the wake of controversy over children's bilingualism, mother tongue and community language, it is refreshing to read a book which offers practical suggestions for the teaching of Britain's community languages without wasting time on the debate.

Today the term "community language" has become firmly established as a euphemism for low status languages of Britain as opposed to the "modern foreign languages" like French and German. The irony is that the parity of ethnic minority languages should be with English and not with foreign languages. After all, English is a community language.

Here is a book which sets out to tackle in a lucid, easy-to-read form, the many practical difficulties which teachers of community languages face,

not least the absence of suitable teaching materials. The materials discussed are for the teaching of Urdu, but teachers of other languages will find the book equally useful as the difficulties confronting all teachers of community languages are similar.

Language teaching is geared to learners' needs. The author emphasizes that materials written for children in their countries of origin do not reflect life in Britain where children may have only a couple of hours of Urdu a week. Concepts and sentiments familiar to children born here. Marion Molteno has shown teachers how to adapt traditional materials and how to experiment with new methods. There is a chapter on "Designing a course book" and another on "Preparing the materials we need". There is also advice on the teaching of oral and literacy skills at all levels.

Marion Molteno writes not only from her own experience of teaching Urdu to children and adults, but also from the advantage of having learnt Urdu as a second/third language herself. She also draws skillfully from the

experiences of other teachers of community languages.

Teachers will find the list of Urdu teaching materials (both traditional and those produced in this country) most useful, as they include information about sources as well as suggestions on finding out about new material through the *Urdu Teaching Newsletter* produced in Britain.

Dual-language stories specially produced for children in Britain are also listed, as well as well-known children's stories in English which have added translations into other languages. There are examples of information books/leaflets and a list of supplementary readers from Pakistan and India, as well as coursebooks for English speakers.

This book will be of interest to everyone interested in language and language learning. Here is an opportunity for monolingual teachers to widen their knowledge of the nature of Urdu so that when pupils boast about their ability to read the "quids", they can offer an honest gesture of appreciation.

Sushella Stone

Poetry and power

Literature and History. £3 each volume, twice yearly. Available from Thames Polytechnic.

Now in its eleventh year, *Literature and History* is a journal which still hasn't managed to reach the circulation figures which its laudable aims deserve. Its interdisciplinary approach needs no justification. Literature is of its time and can't be treated as just inert text; equally the past cannot fail to be illuminated by the study of its literary expressions.

But there are problems, rightly aired in the journal's pages. Can a text studied in the present be truly in the context of the past? When but view of the past is so much formed by the

more practical level, how many historians using literary sources do much more than mine them for lines and sentiments to illustrate their preconceptions? And why does the overwhelming majority of the articles in the journal come out of literary not historical studies? Can literature and history really be mixed? The more universities shake up their traditional disciplines, can they be expected to turn out dab hands at dabbling in more than one academic pool?

Another problematic area is *Literature and History's* radical stance. Its position is a brave and challenging one: "looking to analyse and understand the power relationships which have shaped and been reflected in literature and history, and which shape

and are reflected in its study. The problem is the contradiction between the journal's characterization of past culture as an instrument of elite control to which only the few had access, and its own version of Marxist or structuralist elitism, which renders much of the writing in it too obscure to be accessible except to those already initiated into its concepts and jargon. There'll be many who find it elitist, are interested in its subject matter, and are concerned to understand the past, equally in terms of power and of poetry, but *Literature and History* is never going to reach them (and can't be sure it really wants to) while it's couched in the language of this elitist, academic, albeit radical, subculture.

Leslie Sarason

According to *Puris-Match*, the only apparent crime committed by Alan Maffart and Dominique Prieur was "to have served their country". In *Death and the Rainbow Warrior* (Penguin £3.95), Michael King investigates the background and aftermath of the Greenpeace affair and, in a readable account based partly on New Zealand police records, suggests that though Maffart and Prieur were not directly responsible for the bombing, the service their country demanded made them accomplices to arson and murder.

Robin Buss

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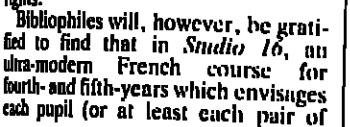
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BOOKS IN CLASS

**Laurence Fowler**

The ILEA appear to have seen GCSE a far off and are, with *Studio 16*, well into the communicative approach

Vous êtes en scène follows the success of the German predecessor *Tolles Theater* in deliberate play employing humour and unusual story-lines to increase motivation and ward off boredom. The aim, of course, is entirely serious and the author is presumably not intending to send candidates helplessly straggling into the examination room to cause the examiner, in his turn, to collapse in uncontrolled mirth. The oh-so-familiar survival situations are still here (making a telephone call, getting a lift, restaurants, campsites, post offices, shops . . .) but introduced by an amusing variation on the humdrum. This is one scene the expensive hotel suite being reserved by the enormously rich lady turns out to be for her dog, while in another a mealtime conversation is rudely interrupted when it transpires that the shampoo and the salad-oil have been accidentally interchanged. With the icy story as the basis, pupils now:

The recordings are generally of a high standard, with just enough background noise in places to ensure verisimilitude, although one could wish for a little more clarity in the diction of some of Gérard's characters. This taped material exercise could be invaluable as comprehension exercises, both with and without recourse to the transcripts in the book, quite apart from the intended role-play end-product of the material. This type of authentic spoken language is precisely the resource of which modern language teachers stand so much in need as we await our pupils approach GCSE.

Authentic German

Work out German 'O' Level and GCSE. By E J Neather.
Macmillan Master Series £4.95. 0 333 39765 7.

Das Geht's Coursebook 1. By H Aufderstrasse et al.
Stanley Thornes £4.75. 0 85950 508 1.

Reisepass Deutsch 2. By Kate Corney.
Macmillan Modern Languages Series £4.25. 0 333 37233 2.

All these books are topic based and they all have authentic texts to enhance reading comprehension and realistic survival dialogues. All attempt to give a picture of life in German-speaking countries. All have accompanying cassettes (not here reviewed) which can be purchased at extra cost and which are designed to give listening comprehension practice. All books include practice in role-play but have certain notable differences.

Work out German is part of a general revision series which is not exclusively language orientated, but which may also include a French title. It is particularly a distasteful self-teaching device designed for those coming at the higher levels of GCSE. It is written in the form of a book, but the bulk of the book and the information it contains is considered to have an adult approach and does not appeal to the reluctant or young learner although it does have pictures, grammar and cartoons. Exercises in examination style and plentiful with help to all exercises and there is a clear and helpful grammar section. The pages have annotated vocabulary and there seems to be a conscious intention to build up skills and knowledge. The book finishes with a short description of the requirements of the GCSE examination. The only thing it seems to lack is a classified vocabulary and general oral questions, so this sort is a useful individual revision or pupil book and is safely recommended to pupils willing to work by themselves.

Lex Gehst's is a brand new, three-book course designed to take the learner from the beginning to GCSE level, starting in Germany. There is no doubt that this book is visually appealing: extensive use of colour is also in the text and grammar section. The topics are the usual ones: a first book: making contact, the eating and drinking, everyday life, work and leisure, travel, buying goods and services, town and country, the environment. The second book: areas of learning is quite fast and aims to give the learner a good grasp of German instructions are in German, but the balance these do not seem too obtrusive. The colourful grammatical explanations are mostly confined to the first book and order rather than the second book. The morphology and morphology rather confusing. There is a good vocabulary section. Any teacher considering a new GCSE course should definitely send for a review copy. I look forward to seeing volumes two and

Lehrgang Deutsch 2 is the second in a series, aimed at the GCSE level. It follows the broad pattern of similar Macmillan books for French and Spanish and is developed work at the respected Language Learning Centre in the University of Cambridge. The topics covered are directly related to GCSE syllabuses and those in the book are: self and describing, making future plans, using the bank, booking a room, at the bank, living in Germany, eating out and sport. It is a textbook most obviously for the "Graded Objectives" tradition, its forte is the passages for comprehension. The layout is designed to help learning as unambiguous grammatical summaries with each chapter. The exercises are conventional and seem similar to those of the GCSE examination. The material is full and the book ends with a complete tape script. This is a textbook for serious consideration.

Gareth Roberts

The new Channel 4 series of particular interest to the Asian community, Sunday East (9.25-10 am), will devote its magazine section to an examination of the role of English as a Second Language next Sunday. In subsequent weeks, topics will include the environment, health and sport.

One of the roughs

He was the first American writer to have taken his inspiration wholly from American words. His sources were "popular" as he felt his obsession with democracy. In the 20th century, journalism has been a major imaginative medium and outlet. In Whitman's day, there was still an absolute divide between newspaper writing and *l'esprit lettré*. He was in advance of his time. Passos, Ginsberg, Heller, all those for whom "America" meant things and values in proximity as close as stimulus and response. Whitman's poetry is structured much like newspaper journalism: masses of facts piled on top of one another; snippets from countless sources; a personal experience put together with no pretensions of logic; appropriate words or "taste."

Hard perhaps to reconstitute Whitman's innovativeness today. Few modern books (Richard Brautigan's were an exception) demand equal attention for their incidentals but it's worth starting for a moment at Colver's reproduction of that original front-piece and title page and speculating what its first readers thought as they read (p. 4-5).

Where there's a will

This is A

Shakespeare's hand in both "very distinctive" and capable of amazing by its "change" are not unique to this study. Indeed, obliquely, two areas for neutral research are highlighted by Hamilton's book which would benefit all scholars in the field: a comparative study of that most variant of styles—secretary hand—focusing on the wills of the time, and a clear account of contemporary legal practice, both approached with that fastidious accuracy and impartiality Charlton Heston brought to Shakespeare's printed work, *The First Folio*.

Ray Wilcockson

PAPER BACKS

afraid, aren't they?" comments the scriptwriter in "Crazy Sunday." "Everybody watches for everybody else's blunders, or tries to make sure they're with people that'll do them credit." Like Fitzgerald, the character is not innocent of the vices he is condemning, but the story succeeds brilliantly in recreating the tension between self-destructiveness and desperation for survival. But too many of these stories are evidence of Fitzgerald's need to make money quickly by writing for *Esquire* and often fails to focus sharply enough on the delinquent juvenility of drinking.

This is America

suggest Whitman was a direct influence on *True Stories*. The gap between a book of 19th-century verse (however radical) and a book of the film-of-the-record by Talking Head David Byrne would seem too great. Yet Whitman is behind much of the American aesthetic that mixes fact and fiction, author and character into an unbridled, unkind of imaginative early Beat poetry and modern rock.

to his country. Talking Heads and Jonathan Demme make the rock performance movie (hitherto a rather blighted genre, remember *Woodstock*? who wears trilobals, after all?) in *Stop Making Sense*. *True Stories* doesn't exactly make sense but it's thoroughly satisfying and humane. At the end, in a Vonnegut-like disclaimer, Byrne admits to having made some of the funniest dumbest

CHILDREN'S LITERATURE

...and what is here "ou-
falls well short of robbing ol-
of their pension books, o-
lighter fluid under the stairs o-
has. I am often tempted to wonde-
the reaction of the readership
-be: If naughty children read
naughty children" stories were really
naughty as naughty children reading
if you catch my drift. Still, this is
merely a hunch. Given that, I think

I am tempted to say of Allen Saddler's book that it is the best children's story about a long distance road relay race that I have ever read, in the same way that a reviewer once called a play 'The best dramatic work ever penned by a Vicar of Wormleigh'. That would be unfair, though.

The signs are witty in themselves, and might almost have been woven by Ken Dodd —
 "Your spell will spoil the vicar's day
 And make his trousers fly away"
 is one, and another is
 "When whiskers grow upon Miss
 Crumb
 Then shall your Blue Stranger come!"
 The working out of the spells, too, is ingenious and funny.

introduces her to the delights of the outrageous prank, and before you can say "Angela!" she is putting whoopee cushions in church and locking her teacher in a cupboard. This leads to the ultimate Outrage, that of dressing as a vampire and alarming the populace. Inevitably, there follows a meeting with Count Dracula.

the familiar Macmillan books for work at the respected University of New York. The topics covered are directly related to GCSE syllabuses and those that people, making future plans, at the bank, are shopping. It is the book most obvious to the 'Graded Objectives' tradition. Its forte is the passages for reading comprehension. The layout is clear and designed to help learning with each chapter. The exercises are varied and seem similar to the conventional grammar sum-

The new Channel 4 series of particular interest to the Asian community, *Sunday East* (9.25-10 am), will devote its

ENGLISH AS A FOREIGN/SECOND LANGUAGE

Hot on the heels of the successful publication of *The Tiger and the Woodpecker* by Middlesex Polytechnic and the Luzac Storytellers Series, there has been a spate of dual language books for children, as other publishers have realized their market value. Most, however, have restricted themselves to the Asian languages.

Although most of those on the market were originally conceived and designed as dual language publications, they are often available in English only versions as well. In some cases, existing publications in English have been adapted to accommodate two languages, either by slotting in a second language to the existing design, like the Heinemann dual language versions of the famous Spot books by Eric Hill, or by redesigning the text layout to give both languages equal weight, like the Baker Books editions of the same series.

In terms of genres, dual language books now span folktales, fiction and stories of everyday life. All of us who are concerned about the provision of appropriate reading materials for all children in our linguistically diverse society can only rejoice at this new movement, especially as increasing competition should, eventually, by all the laws of publishing, result in an improvement in quality. For it has to be said that the quality of the books available is very variable and, in some instances, leaves a great deal to be desired, not in terms of the occasional error but in terms of the standards aimed at.

Publishers have to realize that it is no longer enough simply to publish in dual language—if, indeed, it ever was; it must be done well. Dual language books will be judged, especially by the child consumer, against the same criteria as children's books in English only and given limited financial resources, teachers and librarians will be forced to vote with their purses.

This is not to suggest that dual language book production is any kind of easy option. It is a slow and costly business, requiring painstaking attention to detail. In addition, the usual criteria of a good tale, well told, colourfully, and appropriately illustrated, and attractively packaged, still have to be met. Quite a tall order, and not for those who are thinking of a

Second chance

Jennie Ingham
on the growth of
dual language
publishing

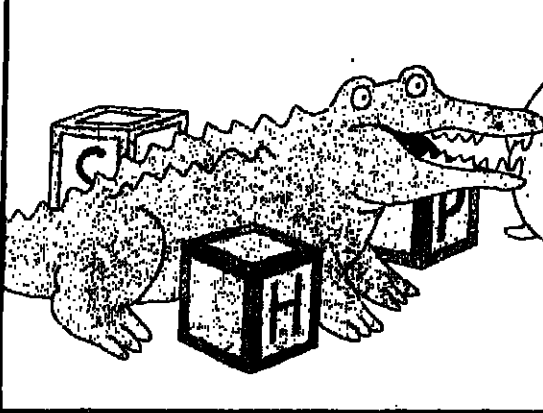
small investment to join the bandwagon.

It is particularly cheering, therefore, to find relatively small publishing houses, like Luzac's, Baker Books, Maitra and Tiger Books, making every effort to produce quality materials.

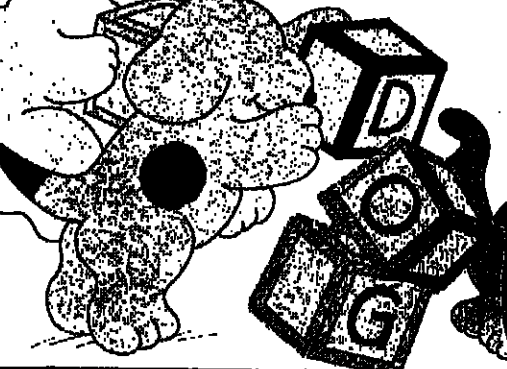
Mantra, in the wake of their traditional *Tales From India*, have produced two books in laminated soft-back, both illustrated in black and white and full colour on alternative pages. *Fire Across the Street* is a story of everyday life featuring an Asian heroine, well told and illustrated by Manju Gregory, although her particular style of illustration lends itself less readily to black and white than to full colour. The *Jumping Boy*, by Anna Robinson, tells the story of Tahir, who, demonstrating his jumping powers at the dinner-table, finds himself sitting on the ceiling, where he quickly becomes bored. Although, for my money, the storyline is rather feeble and the lay-out sometimes messy, no doubt younger children will find it fun to read.

Tiger Books, whose first dual language publication was *Moon Lake*, have added a new title, *The Four Friends*, also a folktale, to their Pan-chanchantra Series. Although this retelling by Elizabeth Sharma lacks the vitality of the best traditional storytelling, it is a readable and appealing story, ably illustrated by Miriam Mitra and carefully produced on good quality paper with a laminated cover.

Look! Spot has
made a word.



अरे वाह! स्पॉट ने एक
शब्द बना दिया।



Pedestrian style and indifferent black and white illustrations characterize *The Mango Tree* and *Other Tales of Greed*, the second collection of traditional folktales to be published in dual language by Edward Arnold. If children are to enjoy reading, then a lively storytelling style and colourful illustrations which augment the story are far more important than strict adherence to readability levels. Furthermore, although, in terms of production, the covers are fairly attractive and certainly sturdy, the quality of reproduction of the Asian languages, all of which are calligraphy rather than typesetting, is very variable and, in the case of the Bengali, very poor.

When compared with the beautiful Urdu calligraphy and English typesetting, the Hindi and, to a lesser degree, the Punjabi, looks hopelessly amateurish. Why, when children can read Grimm or Anderson in excellent retellings, or Flora Annie Steel's *Tales of the Punjab*, should we expect them to choose instead such a pale shadow of the real thing?

There has been much talk in recent years about the poor quality of imported books in languages other than English, yet the Hai Feng Publishing Company (Hong Kong) has produced a delightful little series of picture books in Chinese and English. *How the Turnip Came Back* by Feng Yi-Chun is sensitively told with a genuine feel for the rhythms of language and illustrated by Yen Keli-fan in an appealingly "old-fashioned" style.

Also imported is *Amul Dairy*, originally written by Joan Griffiths in English. This story, about children in a village in Gujarat in India and the Anand dairy cooperative that collects their buffalo milk, has been translated into Gujarati by the Gujarat Cooperative Milk Marketing Federation Ltd. and is recommended for use in Humanities project work with the 9 to 13 age group.

For some years now local education authorities and community groups have been producing their own dual language books, either to meet a particular local need or in despair that the publishers would meet their requirements. Such materials are often carefully and lovingly produced on half a shoestring, and they have certainly served a purpose.

Lancashire Education authority in Blackburn, for example, has produced an entire package of materials to supplement the *Link Up* reading books: there are 12 titles in *The Five Minute Stories* including *The Lollipop Lady*, *The Lost Cat* and *The Postman*; a collection of songs, rhymes and poems; and a set of 12 A3-size *Flip Over Picture Books*, all illustrated in black and white. The pictures in the flip over books are suitable for colouring in and laminating.

Happily, for the confused consumer, Judith Elkin and Vivien Griffiths have edited the fourth edition of *Multicultural Books for the Classroom*, published by the Library Association Youth Libraries Group, and an annotated list of dual language books is in preparation for Baker Books Series.

Luzac Storytellers Series. Luzac Publishing Ltd £2.55 each. Spot series. By Eric Hill. Dual language editions available from Heinemann Children's Books and Baker Books Services. Mantra Publishing Limited, 178 Church Crescent, London N10 3NA. Tel: 01-444 0341.

Tiger Books Ltd, 18 Thirlmere Avenue, Perivale, Middlesex UB8 3EF. *The Mango Tree and Other Tales of Greed*. By Eve Gregory and Dorothy Pennman. Edward Arnold English Urdu/Bengali/Gujarati/Punjabi. £1.8 each. How the Turnip Came Back. Hai Feng Publishing Company, £1.20. Available from Guanghua Company, 7-9 Newport Place, London WC2. Tel: 01-471 3737.

Amul Dairy. By Joan Griffiths. Cambridge University Press English/Gujarati £1.00, 0 521 31169 1. Lancashire Education Committee: The Five Minute Stories. £6.00 per set of 12. Rhymes and Songs for the Five Minute Stories £2.00. Flip Over Picture Books for the Five Minute Stories £26.00 per set of 12. Available from Minority Ethnic Group Support Service, 103 Preston New Road, Blackburn, Lancs BB2 6BJ.

Multicultural Books for the Classroom. Fourth edition. Library Association Youth Libraries Group £5.00, 0 90 58102 9.

Meaty ideas

English as a Foreign Language, Intermediate Examinations. By Felicity O'Dell. Longman £5.95, 0 582 29679 X.

This latest addition to the Longman Exam Guides series is the first book which has made me feel that exams might occasionally have a positive backwash effect. It is not simply a guide to the format and content of the main intermediate examinations available to foreigners, nor a list of tips and hints on passing them - although it includes both of these aspects. Much more importantly, it gives the reasoning behind each section of the exams and shows students how and why they should study in a way which will have beneficial effects on their general language level as well as helping them pass whichever exam they are sitting for.

Do not be put off by the appealingly confusing design of the book. It is a must for every intermediate examination class and non-native university student and all EFL teachers will find it a source of helpful "meaty" ideas and exercises for use with intermediate classes. Congratulations to Felicity O'Dell for producing such an excellent book on such a dry topic.

Susan Norman

Dear diary

The first specialized EFL diary has just been published: *English Learner's Diary 1986-87*. This is available at £2.50 from English Immersion Publications, 59 Belmont Road, Southampton SO2 1QD. The aim is to give busy intermediate students with a diary while studying in English. The diary provides a platform for students to write in and a diary while studying in English. The diary provides a platform for students to write in and a diary while studying in English.

Alex Barr and Clare Fletcher

EFL/ESL

Selecting EFL coursebooks for secondary school students overseas is not an easy task. Apart from the bureaucratic problems of reaching and implementing decisions in large institutions, the course planners have had, until recently, very restricted choices. Materials aimed specifically at the secondary age range were often outmoded, both in content and approach. So where could a teacher, bright-eyed with commitment to the communicative ideal, hope to find suitable materials for a lively group of 13-year-olds? The only solution was to use a coursebook originally intended for adults studying on intensive courses in the UK.

Only now are British EFL publishers waking up to the fact that there is enormous potential in producing coursebooks which are precisely tailored to the language learning needs and everyday experience of teenagers. Too often in the past, they have been content to promote their home-market products, in the vain hope that overseas teachers would make the necessary adjustments in approach and emphasis. This was neither fair on the teachers, nor good business practice.

Discovered by Brian Abbs and Ingrid Freeman (Book 1, Longman, £3.50, 0 582 51400 2) is a three-part course from the writers of the Strategies series and is aimed at 11-15-year-olds. The course follows the Strategies syllabus, but the format has been carefully adapted to the needs and interests of a younger audience.

The units are short and punchy, attractively presented and provide maximum opportunity for students at beginner level to practise clearly defined language items. Jokes, songs and the occasional "Did you know...?" spot keep the tone light and the regular Roundup units detail the grammar points that have been covered. It is encouraging that grammar in this (and other) series has been restored to its rightful place at the heart of the coursebook.

The Teacher's Book (£4) is admirably thorough and the Activity Book (£3.80) by Steve Elsworth is lively and imaginative. The Oral Exercises have all been mediated and authentically would expect from Abbs and Freeman.

Secondary teachers overseas will be eagerly awaiting publication of *Discovers 2* and 3. So, I guess, will organizers of junior holiday courses in the UK, although some may feel that a course which does not venture beyond the present tenses in Book 1 is not appropriate for students with an immediate need to communicate in real-life situations.

Pyramid by Carol Read and Alan Matthews (Level One, Collins ELT, £3.25, 0 00 370654 0) is targeted at the similar age range. Students follow the format of Pyramid, a British pop



"Good old Western hospitality" - a cartoon strip from *The Adventures of Lucky Luke*, adapted and translated by John Piu, and with stories by Morris and Goscinny (Pergamon £2.50). Glossaries, practice exercises and wordlists help make this reader effective.

Tailored English

Graham White on the choice of secondary school coursebooks

group on the way up. This is a novel approach, but is undermined by the rather dreary drawings of the group members.

Level One is divided into four main units: Personal Information, People, Places, and Information/Services. This organization gives an overall coherence to the course, often lacking in books at this level. The language content is well-judged and the oral activities and writing exercises provide ample opportunity for practice and consolidation.

Macmillan's bid for the secondary market is called *Tactic 2* by E. L. Roberts (£3.50, 0 333 42054 6) is just out. Careful reading of the title page, however, reveals that this course was first published in Italy under the title "Got the Message?" in 1981. Its original authors were Italian.

The organizing principle throughout is grammatical. The Grammar Boxes in each unit are helpful, but the explanations often involve the use of jargon terms (eg cohesion and quantifiers) which students at this level would find impenetrable. Far better are the games and puzzles which should successfully get students thinking and talking. Mini-cartoons presenting Classroom English will help teachers to insist on English at every stage of the lesson, a great problem in the monolingual classroom. There are some useful authentic reading texts at the back of the book, although these could

perhaps have been updated.

Finally, for the secondary age range, there is *New Generation* by Colin Granger and Digby Beaumont (Heinemann, £3.75, 0 435 28384 7). This is another three-part opus which promises to turn beginners into intermediate level students in three easy stages. At present only Book 1 is available, but the series has got control characters are a pleasingly awful family called the Dreads. Each of the book's six sections has eight presentation units, followed by a reading unit, designed to preview new vocabulary, and a consolidation quiz for students to monitor their own progress. Quiz answers, a full grammar review and a word list with phonetic transcriptions are all in the back of the Student's Book.

The syllabus is structural/functional, taking students beyond the present tenses through to the simple past and present perfect. The two Worksheets provide a wide variety of written exercises and activities. Detachable answer sheets are included.

What is the most intractable problem facing teachers on adult intensive courses? Answer: finishing the book! Too often, teachers have to miss out large chunks of the coursebook or, alternatively, rush through the last 10 units before time runs out. As a result, students feel cheated and complain that their course has not been properly planned.

OUP's *Fast Forward 1* by Val Black, Maggy McNorton, Angi Malderrez and Sue Parker (£3.75, 0 19 433200 5) is the first in a series of four coursebooks designed specifically for young adults following short, intensive courses. Its snappy approach is firmly communicative and, even in this first elementary level, there is a good range of authentic material as input. The aim is to help students come to terms with real English and to start expressing their ideas as quickly as possible. Design and layout of the Classbook are excellent.

The Resource Book (£2.75) offers a wealth of follow-up exercises for self-study. There are listening and reading activities, poems and songs, logic problems and letter writing tasks, as well as a review of communicative functions and grammar. Tapescript and Answer Key are also included. Don't try to do without the Teacher's Book (£5.95) which, in addition to detailed Teacher's Notes on each unit, provides extra as timed lesson plans, a guide to 30 different exercise

types, and some invaluable information-gap activities for the hard-pressed teacher to photocopy and cut up.

Fast Forward 1 is a state-of-the-art coursebook writing for teachers who are looking for flexible, student-centred materials to capture the imagination of young adult learners. It will be interesting to see whether later books in the series maintain this high standard.

Orbit 1 by Jeremy Harrison and Peter Menzies (OUP, £3.50, 0 19 433373 6) has 88 one-page units, each of which provides input, followed immediately by transfer exercises. A short grammar summary and examples of target language appear on each page in shaded boxes. The result is a rather breathless rush through lots of structures, functions and notions with little chance for consolidation. The topics are lively and there is a regular cartoon story which maintains suspense well. Nevertheless, the overall effect is a little disjointed.

Focus: Coursebook 1 by John Arnold and Roger Scott (Hodder and Stoughton, £3.75, 0 340 37875 1) is altogether more conventional. Many of the topics have been seen too often before (traffic signs, recipes, pools winners). There is a strong business element in some of the units, including a cliff-hanging story on computer piracy, but this aspect is not followed through. The series is unlikely to appeal either to the General English or Business English market, especially at a time when there is such stiff competition.

Finally, updates on some established courses. The first two books in Cassell's Foundation English series are now available in full colour. They are *Starting English* (£3.10, 0 304 31325 4) and *Discovering English* (£3.40, 0 304 31326 2), both by Joanna Gray. I have always found this series a little dull, but have to admit that some groups take to the traditional, grammatical approach very successfully.

Counterpoint 3: Pre-Intermediate by Mark and Pritha Ellis (Nelson, £3.95, 0 17 55584 2) tackles some fascinating topics (media bias, the role of women in Japan, body language, holistic medicine, military service in Switzerland, etc etc). Presentation is stylish, although occasionally the pages are cluttered. This course is most suitable for students who have already learned intermediate level grammar but need stimulating material as a basis for developing fluency.

STAGE 2 NOW AVAILABLE

MERIDIAN

THE ENGLISH COURSE FOR ADULT BEGINNERS, BY JEREMY HARMER



contents. More interesting is the material in *Speaking 3* which offers some well planned communication tasks for freer classroom discussion. The units can be used in any order as needed by the teacher.

Don't be put off by the lacklustre juvenile cover design. Cassell's Foundation Skills offers workmanlike material for classroom practice at elementary and intermediate levels and is worth serious considering as supplementary material.

The *Cassell's Advanced Short Course* is intended for post first certificate students doing intensive courses of two weeks or more. It is task-based and aims to get students practising language they have learned rather than providing a strong input of new vocabulary, structure or idiom. Listening activities are integral to the course and an audiocassette accompanies it. The tapescript and teacher's notes are at the back of the book. The eight units have titles such as "What Do You Want to Know?" (about information) or "What Should I Do?" (about advice) and there is a strong British life bias with a reading and discussion section in each unit called "Attitudes in Britain". The topics are familiar ones and bright students simply might not find them challenging enough to sustain interest. However, as a clearly presented set of stimuli for classroom practice at intermediate post first certificate level, again, teachers will find it very useful.

Reviewed by Barry J. Omalin

Open for business

Talking Business. BBC1 Sundays 10.30am (the fourth in a series of six this Sunday); to be repeated on BBC2 on Wednesdays at 1.10pm from January 21.

You and Your Business £3.95. The *Business Dictionary of Business Terms* £1.95. English for Business £3.95. National Extension College, 18 Woodlands Avenue, Cambridge CB2 2HN.

Talking Business - a series of six television programmes on running a small business - presents information and skills through case studies of actual business people in action. Mrs Nip plans to open a Chinese take-away in Nottingham. Anirak Singh and his brothers have three thriving electrical shops in Bradford and want to go into manufacturing. Mr Chowdhury's wholesale wine business in London and Mr Mensab's garage are restricted by their overdrafts.

The first programme was about raising money. Four case studies in half an hour made for skimpy coverage of details but the overall message was clear: to get finance you need to consult an adviser and make a business plan. Other programmes concentrate on researching the market, selling, business premises and on employing staff, and deal with fewer cases in more detail.

There is no direct approach in the series to the English needed in the business context. The focus is on information and business skills, not there is a great deal that would be useful to anyone running a small business. The speed of speech and presentation make few concessions to



The North London Patisserie, featured in programme five

viewers with limited English. So what is different about running a business if you are from an ethnic minority? A local council small business adviser raised the issue of racism when commenting on the difficulty faced by a Ghanaian garage owner in raising additional finance; it was then dropped, and not explored in the series.

Talking Business shows people running small businesses at work, something that television can do well. There are occasional pep talks for the viewer but mainly information is put across through seeing people in action: talking to the bank manager, looking up lists of importers, drawing up a balance sheet, phoning potential customers. The viewer can identify with them and feel encouraged to go and do likewise.

Three books accompany the series. *You and Your Business* is described as "a guide for small businesses". One of the book's strengths is in building competence and confidence as it progresses. There is a good section on identifying your existing network of contacts, as well as detailed information about further sources of advice. The *Business Dictionary* is a reference book of business terms. There are point by point action lists, short case studies, and examples of a

business plan and simple business accounts. The simplicity of concept and language occasionally overbalances into a patronising tone: "Before you pay to join an organization, think carefully... it is your money, so use it wisely." Generally, however, the care taken to present ideas clearly has resulted in a useful book. It is not directly linked to the six programmes but examples are drawn from cases studied in the series and illustrated with photographs of people in the series.

The book is also available in Urdu, Bengali, Gujarati, Punjabi, and Chinese. *The Business Dictionary of Business Terms* concentrates on the terms used in *You & Your Business* and is available in English with each of the languages referred to above.

The third book *English For Business* is advertised as a course for intermediate/advanced second language learners who want to improve their business communication skills in English. The units deal with preparing a cash flow forecast, completing a PAYE form, and how to tell the VAT man. It is a pity that the VAT man is not such as how to find the VAT office or how to contact the inland revenue in

the first place is not included. Other information is conveyed in a bewildering variety of ways: through retrospective comments on the answers people give in interviews with the bank manager, in the form of advice from nameless sources; through answers to exercises; through definitions of vocabulary.

There are some curious anomalies. The definition of P45 in this book is more dense and difficult to understand than the one in *You & Your Business*. One little exercise is devoted to teaching the appropriate meaning of the word "enclosure" when a key concept such as "statutory sick pay" is unexplained. The form-filling unit takes the reader through a difficult form in a supportive and well-structured way but it is unfortunate that the situation used is a tax refund rather than the more usual tax deduction.

The tone of the material gives cause for unease in places. Students are exhorted to be polite and friendly. Officialdom is assumed to be male apart from a fleeting reference to a female bank manager near the end. The point that women asking for money may receive less sympathetic treatment is undermined when the woman who makes this assertion is shown to be totally inept.

The book is well presented for the student working alone as answers are given at the end of each unit. Where the book sticks to the well trodden ESL paths of form-filling and letter-writing, the language level is fairly consistent. Other units aiming to prepare students for dealing effectively with bank manager or VAT man assume a much higher level of English.

It is an excellent idea to have *You & Your Business* available in translation. It may also be available in Greek, Turkish and Spanish by January 1987. Even more of a pity, then, that there are not clear links between this more complex book and *English For Business*. The lack of close connection between *English For Business* and the television series means an opportunity missed to capitalize on the learning material in the programmes.

Reviewed by Alex Barr and Clare Fletcher

All about words

Resource Books for Teachers:
Vocabulary. By John Morgan and Mario Rinalucci.
Oxford University Press £4.50. 0 19 437091 7.
Project Work. By Diana L. Fried-Booth.
Oxford University Press £4.50. 0 19 437092 5.
English for Science and Technology: A Discourse Perspective. By Louis Trimble.
Cambridge University Press £5.50. 0 521 27519 9. £11.95. 25511 2.

In *Vocabulary*, the authors present 101 challenging and often unorthodox multi-level word building activities; each of the book's seven sections are meant to be used as a resource rather than worked through relentlessly. The sections look variously at dealing with words in terms of, for example, pre-text activities, using pictures and mime, exploring word sets, introducing interactive dictionary games and relating words directly to the personalities of students. Vocabulary acquisition and learning are seen very much as enjoyable events, and the aim is to push back the conservative frontiers of student and teacher expectations about what "learning about words" should be like. The approach could be typified as "associative", "communicative", "social", "introspective" and "experiential".

The interactive quality of this textbook is made clear through the explicit request for interested teachers to

contact the authors to discuss new ideas; encouragement of such a dialogue is something that needs to happen in many more ELT books, so that articulate chalkface commentary can help in its turn to influence the nature of published materials.

Each exercise is described in regard to Level, Time, Preparation and in-class procedures as well as being outlined in an easy to read table of contents. Not all the tasks seem complete though, and it is optimistically assumed that teachers and students will be prepared to dispense with hard-won, engrained pedagogical preferences and both appreciate and understand such things as the unusual diagrammatic ways of exploring lexical items presented in the book. It is also debatable whether learners would be prepared to countenance the kind of candid, public communication about inner feelings that the exercises encourage. It will of course be up to the prospective teacher whether or not it would be necessary to construct supplementary "weaning" material or whether such interchanges as "I'm Mario and I'm a flowerpot. He's Mario and he's a flowerpot. I'm Fukiko and I'm a milkbottle" would be immediately congenial to his/her target learners.

By outlining in meticulous detail 15 full scale projects (eg street interviews) and in-class bridging activities (eg redesigning the front page of a newspaper), Diana L. Fried-Booth provides teachers who read *Project Work* with alternative methods of motivating stu-



This still from "Gone With The Wind" is used as a basis for true-or-false questions, and then for extended comprehension in Ways to Reading, by James Taylor, Patrick Ahern, John Shepherd and Richard Rosner (Macmillan £3.50).

dents, especially those who have reached intermediate level and want to put their linguistic abilities to practical use. The project can generate authentic language, exploit real world communicative events and place more responsibility on the student for his/her own learning.

As well as being given a general overview of the advantages of short and long-term projects, the teacher is told how to go through things step-by-step from initial classroom discussions about objectives and task sequences to subsequent practical problems like monitoring student performance in the field, maintaining motivation and dealing with the logistical arrangements for group visits. One is even advised on the relative merits of clip-

boards versus spiral notebooks and given a projects checklist to make life easier. The projects and tasks are outlined in terms of such elements as level, age, location, teacher/student preparation, skill areas and follow-up. A particularly good feature of *Project Work* is the recognition that projects undertaken in non-English speaking countries could well be disadvantaged; this is coupled with advice on how to overcome such limitations. An appendix summarizes overseas schemes (albeit mostly in Europe) wherein teachers have been able to make use of the restricted English language resources available to them (eg international exhibitions/conferences).

English for Science and Technology

explores the multi-layered structure of scientific writing. EST discourse, it is maintained, transmits hypothetical or factual information using a number of structural features not usually found in general texts; typical functions are, for example, Description and Classification. This book is closely written and peppered with definitions supporting the author's approach to text analysis. Key terms include the conceptual paragraph (consisting of all the points used to develop a generalization, perhaps spread over more than one physical paragraph) and rhetorical techniques (eg causality, comparison and contrast). Rhetorical techniques are seen as specific ways of realizing rhetorical functions.

Trimble also posits rhetorical-grammatical relationships, wherein certain text types exhibit a limited range of attendant grammatical features (eg the occurrence of modals in instructions). The nine background chapters leading up to the concluding practical section (which outlines a mini-course in text analysis), include abundant sample passages, valuable advice about likely problems facing L2 readers (eg misinterpreting passive constructions) and about how such students can be taught, even on an individual basis, to uncover organisational clues through a close study of discourse.

The pedagogical thrust of *English for Science and Technology* is primarily towards English for Academic (as opposed to Occupational) Purposes and much of the "teaching" would involve substantial bouts of outright explanation to mature, motivated, university level learners who would be prepared to pore over photocopied texts in an attempt to classify and dissect them.

This book is definitely worth reading and the case for distinctive EST information structures is persuasively argued. Its practical chalkface impact has probably been reduced, however, due to the fact that Trimble's pioneering work in the sixties and seventies doubtless influenced others, who have long since produced EST teaching materials incorporating some of the text types and rhetorical-grammatical correspondences he examines.

Leslie E Sheldon

On target

The following books all reflect a current (laudable) trend in EFL by concentrating on language skills as much as (or in some cases unfortunately, instead of) on language content. All are competent and could be safely recommended to the target audience, and several of them have moved beyond the material already on the market, particularly where they have taken account of the other major trend towards student autonomy. All are aimed at intermediate or upper intermediate level teenagers or adults.

The Fourth Dimension by Robert O'Neill with Patricia Muggleston (Longman, 0 582 91720 4, £3.50. Teacher's Guide 0 582 91721 2, £4.50. Cassette £6 + VAT) is a course which strives to go beyond the three dimensions O'Neill feels most coursebooks are bound by (intelligibility, accuracy and fluency) to a more student-centred approach, bringing in the "fourth dimension" of feelings and subjective association which he calls "expressivity". It does this through a series of texts, cartoons, activities and exercises which are entertaining and yet still manage to improve the students' understanding of specific areas of language (grammar and vocabulary) while deepening their awareness of the underlying patterns of English and developing their powers of independent learning (the review and self-check facilities are particularly helpful here). What a pity that the design lets the book down badly.

Interlink (by Samuela Eckstut and Tom Miller, Prentice Hall) consists of two consecutive Students' Books (0 08 029442 1 and 0 08 031568 2, £3.95). A cassette at each level and a Teacher's Book (0 08 030326 9, £5.95). It is a complete course which not only practises the four main language skills, but also, consistently, builds up good habits for the language learner: pre-reading/listening, note-taking, summarizing, highlighting, and

dictionary and so on). All this is carefully integrated with practice of grammatical structures (presented according to function) and vocabulary expansion exercises. The texts and topics are interesting and the Teacher's Book (which covers both levels of the course) is clear and helpful. Highly recommended.

Cassell's Intermediate Short Course by Graham Cowood (0 304 31204 5, £2.85) seems to be aimed at (and would be useful for) the summer schools short-course market and essentially activates language students have already learnt passively. All the activities are of a lively "free-stage" variety and there is no attempt to introduce or teach any specific vocabulary or grammar. Its advantage is that individual units, exercises or sections (eg telephoning) can be used independently in any order. Having said that, it contains nothing startlingly new and personally I find the topic areas somewhat dull.

Freestyle by Tricia Hedge (Nelson, 0 17 555649 0, £2.20) is the highest level of the writing books in Nelson's Skills Programme (which also includes reading and listening at four levels). Like the others in the series, it contains an interesting collection of source and practice material which leads to the students producing their own work in a variety of forms. Most impressive, though, is the section in each unit where students learn skills such as grading and evaluating their work, organising their writing, using a thesaurus and comparing linear and branching notes. The design and layout are attractive too.

Richard Rogers has clearly written Six Role Plays (Blackwell, 0 631 90450, £6.50) as a result of classroom experience. He has managed to avoid the usual pitfalls of such material and make the work a useful language-learning tool, rather than a jolly Friday afternoon activity. Students are given enough role-play material to provide them with relevant structures and phrases, topical vocabulary and enough content ideas to keep the thing going.

The instructions are clear enough to ensure that the activity will work, even with an inexperienced class, while the material can be used more flexibly by imaginative teachers. The content is stimulating. The situation based on a conflict in a language school will very nicely allow teachers to negotiate ways of working with their class, the kidnapping has a more interesting two-part format with a surprise villain, and the final simulation (to be done only after a certain level of class trust has developed) deals with the emotive issue of euthanasia. I feel that if the language level of the roleplays and situations had been more carefully controlled, the book would have been guaranteed success. As it is, it is still some of the best material of its kind on the market.

Susan Norman

English As A Second Language

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London Montessori Centre

Intermediate plateau

Headway. By John and Liz Soars.
Oxford University Press. £3.95.
Framework for First Certificate. By Peter J. Davies.
Hodder and Stoughton. £4.50. 0 340 34323 3.
First Certificate English Course. By Ona Low.
Edward Arnold. £4.95. 0 7131 8255 5.
Intermediate Vocabulary. By B J Thomas.
Edward Arnold. £2.95. 0 7131 8427 2.
Graded Simulations 2. By Ken Jones.
Blackwell. £9.95. 0631 14737 3.

Headway Intermediate is the first part of an English revision and extension course for adults, and is designed for those learners who are trying to progress beyond intermediate level, a stage at which so many students get stuck. It contains 120 hours of teaching in 14 units, and has obviously been written by two people who know what is required at this level. It successfully combines the need for grammatical accuracy with the equally important need for fluency. The material is interesting, varied, up-to-date and most attractively and clearly laid out; working through the book is a pleasure. For those students still facing the "intermediate plateau" it is the spur to get beyond it. A teacher's book, a workbook and two cassettes accompany the book.

Framework for First Certificate and *First Certificate English Course* both meet the requirements of the revised First Certificate syllabus. The latter is designed to give examination practice, but offers more than that. It gives the intermediate student a thorough and detailed grounding in all the grammatical structures needed at this level, with notes, explanations and exercises on these and finer points of the

language. In addition there are useful sections in each unit on Spoken English and also interview practice (but no listening comprehension work). The different parts of each unit are thematically linked. There are 12 dense and detailed units in all; to work through all of these would require a lot of class time and a long "run up" to the examination. It is therefore a book to be "savoured" rather than gone through quickly.

Peter Davies' book is certainly "thinner" and less traditional in layout and approach, but nevertheless is a sound book in a different way. It does not offer the depth analysis and practice of Ona Low's, but it gives students a concise, clear and well organized course. Each of the 15 units is introduced by a dialogue, followed by exercises on its grammatical or structural features. The grammatical structures are then dealt with in more detail before the student moves on to reading comprehension, composition and listening comprehension exercises, which are thematically linked to the dialogue. This course could be used in class or, more easily than Ona Low's book, for home study. It is more suitable for students who have less time to prepare for the examination.

Intermediate Vocabulary should be carefully used. It is for intermediate students who want to expand their vocabulary. The book is divided into six sections. The first two contain words and phrases categorized under various topics. The third and fourth sections introduce new words and involve the student in word building, transformation and other exercises. The penultimate section includes specialized vocabulary for the more advanced learner and the sixth section is for reference, based on "Pairs of Words, Often Confused" (eg con-

tinuously/continually). The book can be used at home (it has a key in the class. The latter would seem more appropriate; the teacher should make sure that the words are used in other activities, such as conversation or composition; otherwise the student could fall into the trap of passively assimilating words without being able to actively use them. As an addendum to other materials and activities this could be quite a useful book but it depends largely on how it is used.

The three simulations in Ken Jones' *Graded Simulations* are said to be suitable for post First Certificate programme. A simulation is defined, at the beginning of the book, as "reality of function in a simulated and structured environment". In other words the participant is put in a situation and has to respond by fulfilling certain functions required by their role. This is supposed to provoke the student into using language and communication skills. The exercise is organized by the teacher who is responsible only for the mechanics of it. The participants "run" the simulation, making their own decisions and mistakes.

The simulations in this book are lengthy, rather detailed and complicated, more suitable for native rather than non-native speakers, for very advanced ESL, rather than EFL, students. It is difficult enough to provoke a class of reticent students into lively conversation; the exercises in this book are not so exciting that one could imagine the more reticent students clamouring to participate in them. What could be an interesting and challenging exercise might end up a rather dreary and painful one.

Eileen McConnell

Teaching Oral English by Don Byrne (Longman £5.50) is a handbook for language teachers which discusses in detail how a picture like this might be used.



Grammar school

Basic Working Grammar. By David Bottom, Mats Oscarson, and Lennart Petersen.
Nelson £3.25.
Grammar Practice for Intermediate Students. By E Walker and S Elsworth.
Longman £2.40. Answer key 85p.
Active Grammar. By W D Bald, D Cobb and A Schwartz.
Longman £3.20.

Grammar, we know, is back in fashion, but, like all revivals, with a change of emphasis. "Teach grammar does the latest crop of grammars on the market pass muster? The answer is 'yes' and 'no'. All three grammars are for various varieties of intermediate student, all give opportunities to practice grammar, but just use it and all aim to explain how to use the grammatical concepts.

The problem of explaining grammar in the target language is that the more complex the explanation tends to be, the more complicated the point being explained. So if any learner is to be persuaded to study English grammar, the explanation of the grammatical point must be in the learner's mother tongue. This is the approach of the three grammars. They are fairly traditional stuff

easy to use of the three. Each chapter leads off with examples of language in use as well as a grammatical category and labels each explanation as suitable for first year, second year and third year students. The explanatory language is simple, except for the introduction to the student which assumes familiarity with the passive voice and various types of complex sentence. The material is well laid out and the illustrative drawings are enjoyable and relevant. Produced by the Breakaway English for lower secondary schools team, *Basic Working Grammar* is aimed at self study and classroom use. Don't try to find exceptions to the rule here, though. The authors have ignored more advanced points of grammar and concentrated on "difficult" items for the intermediate learner. The grammar will be useful to the student doing a functional or task oriented course and needing to consolidate basic structural knowledge. There is an accompanying book of exercises.

Grammar Practice for Intermediate Students is also intended for self study and classroom use and contains a large number of "Standard Allen type" structure manipulation exercises with a separate answer key. A brief technical explanation of the grammatical point precedes the exercise. The book contains on average about 10 exercises per chapter. It's fairly traditional stuff

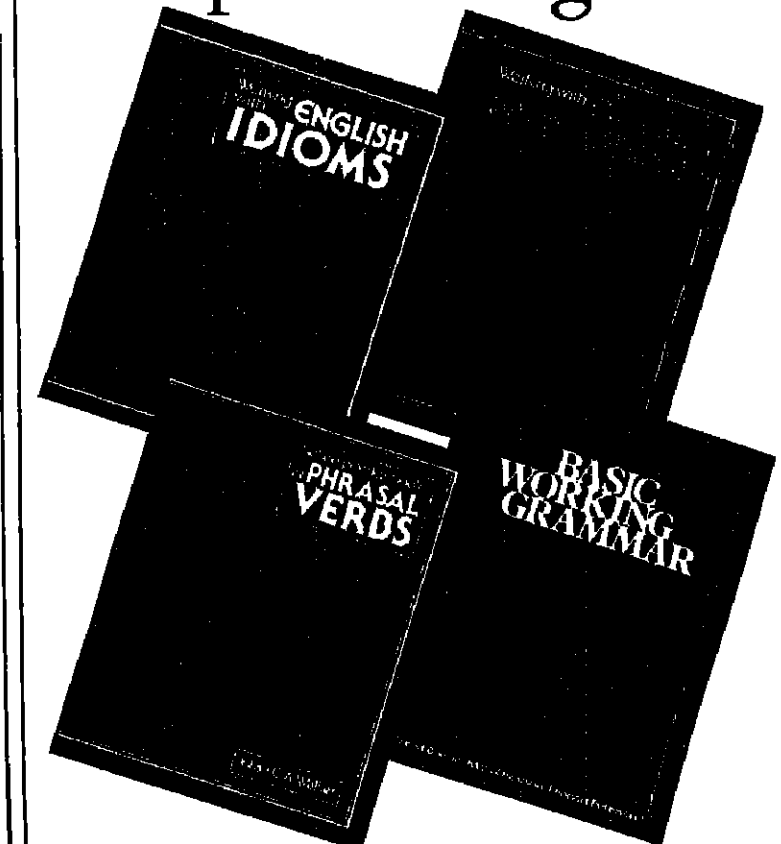
but structure starved learners cry out for this material and teachers will find it a useful practice book at intermediate level.

Both grammars mentioned above are soft-sell in that they try to explain grammatical relationships in non technical language. Despite cartoons and examples highlighted in colour, *Active Grammar* is hard sell grammatical explanations for those who know their parts of speech. It is aimed at students who have had about 180 hours of instruction and wish to consolidate what they have learned. The foreword claims the explanations are as simple as possible. Nevertheless, as a native speaker, I found some of them difficult to follow. On the other hand, *Active Grammar* goes into the use of different parts of speech more thoroughly and with more examples than the others and contains an attempt to relate grammar points to sentence stress patterns - something I haven't seen in other grammars.

Although more is possible, I don't think it successful. *Grammar* crosses the bridge which separates the grammatical system of English as an end in itself from seeing it as the structural backbone of effective communication. An accompanying book of practice exercises will be a very useful addition to the grammar.

Barry Tomalin

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EXTRA

Away from the tired itineraries

How Paris works

STEPHEN THOMAS

Paris must be by far the most popular foreign destination for parties of British schoolchildren and students. The obligatory trot round the sights from the Eiffel Tower to Notre-Dame probably taking in the horrible Place du Tertre is all very well but doesn't tell much about how the French capital lives, works or is governed. For older students studying languages, politics, humanities or social science subjects such as sociology, the city offers a wealth of alternative possibilities.

Although the tightly guarded residences of the President, the Elysée Palace in the Faubourg St Honoré, and the Prime Minister, the Hôtel Matignon in the Rue de Varenne, can only be viewed from the outside, visits can be made to both houses of the French Parliament. The 491-seat Chamber of Deputies (*Métro: Chambre des Députés*), across the river from the Place de la Concorde is open to the public when the Chamber is not in session. Debates can also be viewed from the public gallery. The 283-seat Upper Chamber, the Sénat, in the Luxembourg Palace (*Métro: Odéon*) can be visited every day in January, March, July, August and September, but only at weekends in October, November, December, April, May and June. Jacques Chirac's old power base, the Hôtel de Ville (*Métro: Hôtel de Ville*) which also played a central role in the "Commune", has guided tours on Mondays at 10.30.

The centre of financial life is the Bourse in the Rue Vivienne (*Métro: Bourse*), the stock exchange of France, which is bracing itself for a rash of Thatcher-style privatization share issues. An audio-visual display and conducted tour are available every half hour from Monday to Friday between 11am and 1pm. There are also guided tours of the Hôtel des Monnaies, the Mint, opposite the Louvre on the Quai de Conti, on Mondays and Wednesdays at 2.15 and 3.15pm (*Métro: Odéon*). The Mint has a "Musée de la Monnaie", open every day except Sunday from 11am to 5.30pm.

Probably the most fascinating tour is offered by RATP, the Parisian transport authority, who give a peep behind the scenes of the underground railways of Paris: the Métro and the recently engineered RER. An excellent half-day programme begins with a comprehensive talk and film on transport in

the Paris region delivered in a plush lecture theatre in the bowels of the huge Châtelet-Les Halles station. A free ride on both a Métro and RER train follows with the lucky few riding in the driver's cab. After some strict security, groups are then taken to see the computerized central control-room of the Métro in which the passage of each train is monitored by bored supervisors deviously scanning illuminated boards. RATP are also very generous with the free literature.

For those who wish to continue the exploration of subterranean Paris there are always the sewers which can be visited on Mondays and Wednesdays and the last Saturday of the month between 2pm and 5pm (tel. 705 10 29). This descent into the unknown starts from the Place de la Résistance near the Pont de l'Alma, but for obvious reasons "les Egouts" are not open to the public during heavy rainstorms or when the Seine is in flood. The trip is partly by boat and winds its way through some of the 21,000 kilometres of tunnels and galleries which honeycomb the city. The highlight is the opportunity to inspect a storm drain, the automatic flushing system and a desludging basin.

Seven hundred thousand tons of potatoes, 500 million eggs, 750 litres of wine as well as huge quantities of fresh Brittany oysters are only a fraction of the produce which passes through the new fruit and vegetable market at Rungis, south of Paris, every year (bus 183, 185, 285 and 131). The 440 acre site is open to visitors every Thursday at 11am (tel. 687 35 35). Pricier but more tempting are the tours with English commentary guided by Robert Noah who runs a Parisian school of cookery. These start at 5.30am and end at 9am, spanning the period when the market is at its busiest and taking in all the major market halls.

A macabre insight into the criminal life of Paris can be gained at the Museum of the Prefecture of Police in the Rue des Carmes, open 9am to 5pm (*Métro: Musée de la Ville*). Most of the museum is taken up with a comprehensive collection of documents on the history of law enforcement, but there

are many more intriguing exhibits like the fearsome blade from the guillotine which stood in the Place de la Gabelle during the Revolution, and the vicious knuckle-dusters and knives used in murders such as that of the Marquis de Sade. A skull of a man who was executed in 1787, whose face served in a glass case. Most of the courts in the Palais de Justice, not far away on the Ile de la Cité (*Métro: Cité*), are also open to the public from Monday to Friday from 9am to 5pm. Paris also has a "Counterfeit" museum at 16 Rue de la Faisanderie (*Métro: Porte Dauphine*) which is at the western end of the Avenue Foch. The museum is devoted to forgeries, like advertising and counterfeiting, from the Middle Ages to the present day. This is one of a number of little known museums in Paris.

The recently opened Museum of Science and Industry at La Villette (*Métro: Porte de la Villette*) provides a splendid opportunity to survey the state of French technological advance. There is a Wine Museum in the Rue des Enluis (*Métro: Passy*), a Museum of the Cinema at the Cinéma-théâtre in the Palais de Chaillot (*Métro: Trocadéro*) and the Musée de la Publicité at 18 Rue de Paradis, has a collection of 70,000 cinema and advertising posters from all over the world (*Métro: Châtelet d'Ant*).

With a minimum of extra effort it is not at all difficult to put together a study tour of Paris which is far more rewarding and stimulating than the tired itineraries offered by the big and bloated school travel companies.

Useful addresses:
Administrative Office, Assemblée Nationale, 126 Rue de la Université, Secrétariat Général de la Question, Sénat, Palais du Luxembourg, Hôtel de Ville, Place de l'Hôtel de Ville.
Palais de la Bourse, Galerie des Visiteurs, Rue Vivienne.
Musée de la Monnaie (Mint), 11 Quai de Conti.
RATP, Service des Relations Extérieures, 53 ter Quai des Grands Augustins.
Robert Noah, Paris en Cuisine, 78 Rue de la Croix-Nivert.
Musée de la Préfecture de Police, 118 Rue des Carmes.

Spanish in focus

continued

survey reported using graded tests in Spanish and material produced by West Yorkshire teachers became the basis of topic packs for Trinity and All Saints College (TASC), Leeds, which has a particularly active Spanish department. This in turn has been adapted and forms the core of new graded test material (the first to be commercially produced) shortly to be published by Stanley Thornes. This is obviously a growth area.

So what can be done to ensure the survival of Spanish in the curriculum? A number of key areas need to be investigated. One is the training and supply of teachers. There are currently very few university departments of education which offer Spanish as a specialist subject and two of those (Manchester and Sheffield) have recently lost their sole Hispanist.

Much expertise in the field is being wasted with 46 per cent of teachers qualified to teach Spanish not using their subject. Ironically, TASC lecturer Geoff Lucas reports numerous phone calls from heads enquiring about availability of teachers. One of the department's ways to kill off a Spanish teacher is to let him or her leave. At King's College, London, Sonia Rouve, modern languages tutor in the education department and chairman of ATSP, is optimistic; despite a cut of almost a half in the numbers of modern linguists in training, she has increased the proportion of Hispanists so that they now outnumber the French. And they are always sure of a job.

More variety in courses at 16-plus would also encourage pupils to take up Spanish. TASC have "IVEI" looks, as though they had a beneficial effect on pupils' progress. Pupils opting for Spanish in Year 11 and 12 can follow a course which is more relevant to their needs. The TASC course is available from Pat Pritchard, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

EXTRA

Studying in Spain

Yesterday's mañana

PADDY CARPENTER

"My small country school, always generous with information as to the experts of Queensland and the fate of Jenkin's car, had provided me with nothing more tangible or useful about Spain than that Seville had a barber, and Barcelona nuts." It was in this blissful state of ignorance, and knowing only how to say in Spanish "Will you please pass me a glass of water?" that I set off on his long journey.

As I walked out one midsummer morning, my compatriots of the 1980s would add sun and sea "and very little else" to the "barber" and the "nuts" as they congregated each year in their thousands on the costas and islands of Spain.

Sadly, it is only the few who venture into the interior to discover the delights of the Spanish countryside and the treasure of its cultural heritage. The "glit" with its easy access to the local community has yet to take its place on the map of tourist Spain and it is hardly surprising that the best-known Spaniard in Britain is a waiter called Manuel. Our ignorance of Spain remains as blissful as was our forefathers', but far less forgivable.

This is not to say, of course, that progress has not been made, particularly in the last ten years, in establishing working links between cultural and educational institutions in both countries. The recent meeting of the Mixed Commission on the cultural agreement between the two countries revealed a wealth of exchange and cooperation in a number of areas.

Fortunately, not all our young visitors to Spain are protected from contact with the local community in the home from home of their holiday ghettos. A bursary scheme administered by the Central Bureau enables young people between 16 and 19 to carry out projects of their choice in

Spain and the topics this year have ranged from "a study of the differences in Holy Week since the death of Franco" to the investigation of a shoe factory in northern Spain. Perhaps the most fascinating, however, was the survey carried out by two young ladies from a sixth-form in mid-Glamorgan, who compared the lives of women in Wales and women in Spain. Besides being a very useful exercise in the Spanish language, the project will have taught them a lot more about Spanish society and about their own and will have helped to dispel some of the myths the two countries have about each other - surely one of the central objectives of educational exchange.

The Assistants scheme ensures annually that nearly 200 students from each country spend an academic year in the school system of the other, most of them preparing to teach each other's language. A small group of British students of Spanish also serve as assistants in seven countries in Latin America and it is there that tragedy struck last year when three young women about to take up their posts in Mexican schools were killed in the earthquake that devastated Mexico City. The Bureau has set up a scholarship fund and the response from individuals, associations and institutions has been remarkable (although a lot more money will need to be raised before the target is reached).

For some time there has been an arrangement with the Spanish ministry of education for teachers to exchange their posts for a term or a whole school year. Demand from teachers of English in Spain is huge but there are few teachers of Spanish in this country who can reciprocate and this excellent form of in-service education remains under-subscribed. Not so the short courses

organized at Easter each year in Madrid by HMI and the Central Bureau which attract a large number of candidates from the Spanish teaching community in the UK. Working links between institutions of further and higher education are on the increase and joint study programmes are now eligible for funding from the European Commission in Brussels. The Anglo-Spanish Joint Research Programme (*Acciones Integradas*) set up some four years ago to develop links at postgraduate level now involves over 50 universities, polytechnics and research councils in the UK, generously grant-aided by the British Council and the Spanish Government.

Decentralization in Spain has released local energy and resources, a number of initiatives are now being taken by the Autonomías and a network of links between local authorities in both countries is developing, providing frameworks for co-operation at several levels.

With its recent entry into the European Community, Spain is already taking an active part in debates about the crucial issues facing education. With its economic miracle well under way and with the energy and youthfulness of so many of its officials, Spain is taking some of its northern neighbours by surprise - and not only because of the quality of its Rioja. In a country where *minimo* was supposed to be the flavour of the day, tomorrow is not nearly so much of a mystery. Spain is taking some of its northern neighbours by surprise - and not only because of the quality of its Rioja. In a country where *minimo* was supposed to be the flavour of the day, tomorrow is not nearly so much of a mystery. Spain is taking some of its northern neighbours by surprise - and not only because of the quality of its Rioja. In a country where *minimo* was supposed to be the flavour of the day, tomorrow is not nearly so much of a mystery.



Photograph by Lucy Enfield a sixth-former from West Sussex on a study bursary to Valencia.

our compatriots on their seaside towns and football stadia. Associated with this is the huge programme of English language teaching which naturally looks to Britain for assistance and whose organizers, in most cases, are willing to pay the going rate. Unfortunately our cultural North Sea oil is not always as accessible as it could be, in spite of very active British Council involvement.

There is a long way to go before a more appropriate programme of educational co-operation is established with the fifth largest state in western Europe, the mother country of one of

the world's major languages. If, for example, diversification, as described in the DES draft policy document on foreign languages in schools, is to benefit the teaching of Spanish, then many more opportunities for school visits and exchanges with Spain will need to be created. In a recent survey conducted by the DES, York University and the Central Bureau, Spain does not figure in the list of most popular destinations for school visits. But Bulgarian does!

Paddy Carpenter is deputy director of the Central Bureau.

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Intensive language update

Gardeners in a gale

ERICHAWKINS

When our pupils file out of the maths classroom their next school activity (History? Games? School dinner?) may not actively reinforce the maths lesson but at least it will not undermine it. The school curriculum may be a "jungle" but the jungle is at least "neutral" - except for one subject: the foreign language.

Once our pupils leave the cultural island that we have striven to build in our (say) French classroom, the frail seedlings of French speech patterns that we have planted are exposed to the "gale of English". The gale blows relentlessly, in school and at home, from TV and radio, even in the weird logic of dreamland, until the next French lesson brings all too brief respite, by which time the poor seedlings of French speech patterns are in poor shape. If only we could build a windbreak against the gale, what blooms the green-fingered foreign language gardener might then cultivate!

One obvious kind of windbreak is the intensive session, which excludes the harsh wind for long enough for the seedlings to survive. The difficulties, however, of arranging intensive sessions in school are formidable. It is much easier with motivated adults and in the university or polytechnic environment (and with higher education staffing ratios) to lay on intensive courses, and intensive teaching at this level has a long and impressive record of success. The Armed Services showed the way in wartime. Intensive sessions for businessmen are now commonplace. At York Dr Trudie Berger's intensive introductions to Italian brought her national fame. Year after year in the 1960s and 1970s she brought her large graduate class single-handed to better than GCE O level standard in little more than two weeks study by her intensive methods, exposing her students to Italian morning, noon and night, giving English no opportunity to interfere.

How relevant was all this work with adults, however, to the very different

challenges of school? This was the question that I was allowed to raise in a TES Modern Languages EXTRA some ten years ago.

Some successful examples of intensive "immersion" in schools were known to us; for example, the initiative at Chidley Grange Grammar School in the Wirral. There, in the early 1960s, lower sixth formers specialising in French and German used to go away to spend a term each in a German Gymnasium and French lycée, returning to the upper sixth and their A levels with conspicuous success. We knew, too, of the *section bilingue* scheme at Mill Hill set up by a brilliant pioneering language teacher, Michael Brown and continued by his colleague William Winfield. There geography and history were studied and examined in French (a special paper in French being set by the Oxford and Cambridge Board). As part of this scheme Mill Hill arranged each year a simultaneous exchange lasting three or four weeks of a whole class of 14-year-olds with its linked-school Join-Lambert at Rouen.

We wanted to know, however, in how many other schools were exciting new ways forward being found. An appeal was made, therefore, in *The TES Modern Languages EXTRA* for any teacher or adviser who knew of such new intensive strategies to get in touch with us. The response from TES readers was excellent. Following further trawls with the help of the Joint Council of Language Associations, National Association of Language Advisers and HMI a selection of the replies received was published in the symposium *Intensive Language Teaching in Schools* (ed. E.W. Hawkins and G.E. Perren. Published CILT). This book has sold steadily over the past decade and I hope that its detailed and practical accounts by teachers of problems overcome and often dramatic results achieved may have encour-

aged further experiment. The Publications Committee of CILT has now decided that the time has come to revise, update and reissue the book. We would like to know how the exciting experiments described in the book such as the Chidley Grange and Mill Hill courses and some 15 others, have fared since the first accounts were written. And we want to hear of more recent developments. In particular we hope to get answers to two questions.

1. How have pioneering schools managed to overcome the administrative and logistical problems inherent in this kind of planning?

2. How best can the precious opportunities given by intensive sessions be exploited?

May I appeal to any teacher or adviser who knows of intensive sessions whether long or short, ambitious, to let us know? Please write in the first instance to: Derek Hensler, Publications Committee, CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS.

As the implications of new approaches to examining foreign languages sink in, with their emphasis on "authenticity" in using the language, it is certain that the value of intensive techniques will become even clearer.

However hard the administrative problems, there will be increasing pressure to find workable solutions. It will be important to make good practice as widely known as possible. This is what we hope to do in the revised edition of *Intensive Language Teaching in Schools*. Please tell us if you know of any work that might be relevant. We are all gardeners in the same gale. Help us to find out how to build effective windbreaks!

Eric Hawkins is professor emeritus, University of York and honorary professor, University College of Wales, Aberystwyth.

New words

French Dictionary: French/English, English/French. Compiled by J.O. Kettlebridge. Revised by Alec Strahan, Wyn Johnson and Sarah Edwards. Routledge and Kegan Paul £4.95. 0 7102 0413 2.

Most teachers of French keep up their professional sleeves, a few cautionary tales regularly told in class to warn of the misuse of the dictionary: among my regular ones, genuinely encountered, are "au sujet de" in "it was about two o'clock" and "duvet" in "walking down the street". One of the welcome features of this complete revision of the 50 year old Kettlebridge French Dictionary is a system of meaning indicators which make it easier, working from English into French, to choose the correct word for each context. Thus, of course, only "down n. (bird, fruit, pers.)" should be rendered "duvet". Fool-proof? You underestimate my fifth-years!

In the French/English section the symbols of the International Phonetic Alphabet are used to show the pronunciation of every French word, which enjoys its own clear grammatical terminology label. Howlers like "le bateau évia" should sink without trace. Modern languages change and develop over half a century, perhaps over the last 50 years in particular. The revisers have added 1,000 new words in each language. Much everyday technical language is here, but not "computer disk" (or even "disc") has failed to make it, for example. Learners are easily outpaced by technocrats, as they are by the contemporary drug scene: "grass" is in, but not "speed". A couple of four-letter words which perhaps *The TES* would be reluctant to print are in, but accompanied by a symbol strongly advising "inexperienced linguists to avoid them" unless very sure of their ground. Experienced linguists, on the other hand, will find this paperback a handy reference for all our special language registers.

Michael J. Smith

EXTRA

The Festival of Languages

On the fun side

GARETH ROBERTS

The memorable feature of the Festival of Languages held at the University of Warwick on Saturday 18th October was the coachloads of children arriving from all over the country. The Festival was the fun side of a two days' languages special designed to underline the importance of languages to the UK. The previous day had seen the finals of the "Young Linguist of the Year" competition where 14 finalists from all over the country had shown their specialist applied knowledge in two languages other than English, whereas the Festival of Languages was of interest to everyone.

Within an hour and a half of opening 4,000 programmes had been given to newcomers and parties kept on arriving well into the afternoon. From 10 am until 5 pm there was a full programme of events which included foreign language films, language instruction, original videos produced by schools, puppet shows, talks, games, computer software demonstrations and a multitude of performances.

The French circus performances by Brookmoor Middle School, Brierley Hill, Dudley, were particularly colourful and a member of the French community was moved to tears by a sensitive performance of "Snow White" in French by Asian girls from the Tudor Middle School, Ealing. Community languages within the UK as well as foreign languages were represented at this Festival.

Three young boys from Cirencester thought that the Festival was great. They had learnt more about the usefulness of languages and had collected many souvenirs. Indeed some other young participants were overheard relating to return home on an early bus because they wanted to stay until the end.

Among the distinguished foreign visitors to the Festival was Professor Konrad Schroeder who has been involved in similar activities in West Germany. He was overwhelmed by the response of the British public. It was obvious that contrary to the belief held by many Europeans there was a tremendous amount of goodwill towards language learning in the UK.

One of the features of the Festival was the extensive sponsorship by industry who had given £30,000 in support of the event. Stephen Davis of NatWest who presented the trophy to the Young Linguist of the Year, Deborah Natche was delighted with the Festival and believed the sponsors had had their money well spent. There were also over 60 exhibitors including not only publishers but also universities, travel and commercial organizations. Many of the exhibitors were well pleased with the response and had run out of material. One representative said how delighted he was to have seen the enthusiastic response of children to publications other than textbooks.

Many schools had prepared displays and projects about foreign countries and these were avidly scanned by many children.

John Trim, director of CILT stated "The young linguist competition proves that English boys and girls can be as good at learning languages as anyone else and the Festival proves that they can enjoy them. The atmosphere at the Festival reflects the enormous change in the way languages are now approached in schools. Anyone seeing the families and the children there realize how important attitudes are and anyone who has been here will no longer think that languages are dry and boring." Another experienced teacher was heard to say "it is the Festival that just tells me what the next



"Le cirque" Brookmoor Middle School's lively contribution to the Festival of Languages

The making of a Francophile
Going solo

JOHN STURT

My Francophilia has always been looked on with the deepest suspicion by just those members of my family who contrived it. Schools did not seem to have educational visits abroad much in those far off days, but I did and I am deeply grateful for them.

The theory was that there are fewer surer ways of building self reliance for the young than by arranging solo journeys for them, and the theory was right. Of course, it is a risk-taking business, but most worthwhile educational projects are, and often children contrive to take worse risks when supposedly under adult care than when on their own.

To be fair, the world was a different place before the war. Half-a-crown in the palm of a Great Western guard ensured then that the young traveller alighted at the right station; and while the Southern Railway was less conveniently feudal, five shillings for a steward guaranteed a weather eye across the channel. I was lucky in the enlightenment of my elders for I was off to France alone at 11 and in charge of a reluctant brother a year later.

Our family invariably used Southampton. Other places were not thought "real" ports; and anyway, it had to be Southampton for my grandmother. This gentle matriarch spent half her life painting in Brittany but was possibly the worst sailor ever produced by a maritime nation. Long before leaving harbour a hint of wind in the rigging prostrated her, or would have had she not already been secure in a bunk and mired with intricate cate and dollers on every available surface. Everywhere there was a persistent smell, originating both in a homemade furniture polish and the soup which started every meal. This was logically potato, scented frugally with whatever was cheap in the market that day. Outside the Renaults and Citroens of the day lurched pungently up and down the Rue de Rouen, backfiring now and then with appalling intensity.

One of the family was a teacher in Rouen; and introduced me to that fascinating city. Great areas of it then were untouched medieval slums which gave off a fairly dreadful stench in summer; but there were also shops of

through a ventilator and the snuffing of a donkey engine handling cargo. It is hard to find these days.

Someone discovered that the French and English school terms march out of step and I could thus attend a lycée for some weeks after my own term ended. So I had no holidays, and wanted none. Not every French school though the prospect of my sporadic attendance irresistible, but one was found in a small drab mill town saved by being close to Rouen.

What a shock to my young system that French school was. There were no playing fields at all and games, round which my own schooling revolved, were totally neglected. Having girls in class frightened me even more than the exceeding strangeness of their brothers. It was not then common in England to cook with garlic at all, yet some of the French children chewed it all day long. And their clothes! I could just about cope with the very short shorts, but the plus-fours, the lads in pinfords, the hair styles - clearly cut in the kitchen at home - and the oversized boots: I think they shocked me more than the garlic laden breath.

The family I stayed with were bourgeois, fallen on hard times. The widow Verdier piled knitting machines long hours to feed her family. The house was dark and grimy with intricate cate and dollers on every available surface. Everywhere there was a persistent smell, originating both in a homemade furniture polish and the soup which started every meal. This was logically potato, scented frugally with whatever was cheap in the market that day. Outside the Renaults and Citroens of the day lurched pungently up and down the Rue de Rouen, backfiring now and then with appalling intensity.

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During the third week in September this year a new GCSE course started at the County Upper School in Bury St Edmunds, Suffolk. This might not be considered remarkable as parallel events must have been taking place in secondary schools throughout England and Wales. Nor are the class figures likely to hit the statistics headlines: a total of 15 students. The exceptional, though not unique, factor is the class title: Japanese.

Although the Japanese language and culture have been taught at the County Upper School since 1970, it is only over the past six years that an integrated syllabus has developed into the two-year course to GCSE now on offer.

The course contains all the work previously included in the Suffolk Graded Examinations in Modern Languages (SGEML): Japanese, Levels I to IV (=GCSE) and the final GCSE examination now proposed constitutes a revised Level V. Levels I to III continue and may be attempted by students during the two-year course.

That Japanese is taught to exam level at the County Upper School is a result of students' pressure. The first group on the sixth-form general studies course introduced in 1980 complained of being unable to convince employers and friends that they were indeed learning such an exotic language. The SGEML exams written to solve this problem were taken up by other schools, in particular by Raynes Park High School, Philip Dillan, teaching Japanese at the school, helped with the development of the tests and runs a similar teaching pattern involving all interested pupils in voluntary lunchtime lessons with timetable option classes for the sixth form.

An article in *The TES* and mention in the Japan Education Journal brought response from other schools. At The Manchester Grammar School, Leslie Pearsall was already running a successful course to O Level but other teachers expressed concern at the lack of material for teaching and testing less able pupils. Over the years contacts have expanded; successful courses have been organized by Dr Michael Dillon in Tameside and Miss Setuko Wakabayashi in Perth with further

work taking place in the north-east Wales, and Buckinghamshire. Most recently the problems of teaching Japanese (outside a University course) were discussed at an evening symposium organized by the Mura Anjin Kai (a club founded by TEFL teachers returned from Japan). Most participants were involved in evening classes but great interest was aroused at the idea of the introduction of the language into secondary schools and in the development of the GCSE syllabus and examination.

Some might say, however, that the course now begun at the County Upper School had started "prematurely" as only yesterday, 30th October, were the teachers offering the course in schools around the country able to meet to iron out the final wrinkles from the proposed syllabus. "Optimistically" is the adverb preferred by the teachers themselves as they feel that minor problems on such points as how many Chinese characters to include can now be solved.

That at least 20 teachers will be involved is an indication of the interest shown in the course: at earlier workshop meetings it has been suggested that there will soon be a much greater demand for Japanese language teaching in schools and a shortage of teachers is prophesied.

Once agreement has been reached, the final approval of the syllabus by the SEC and the LEAG will be required

before work can begin on the writing of the first examination papers. The draft proposals have been prepared following the national criteria and closely resemble those for the Modern European Languages except in the area of reading and writing.

European language courses usually assume that the student has the opportunity to visit the country and many GCSE candidates for French, German, etc. will be able to take advantage of reinforced and other exchange schemes or accompany their families on holiday. The content of the examination syllabus reflects the language skills needed for such visits. For Japanese the possibilities for contact with native speakers are generally more limited.

At the County Upper School there is a triennial "visit Japan" scheme in operation but the cost, even after extensive and generous sponsorship, excludes many would-be participants who have to restrict their language practice to the few occasions when they can talk to visiting Japanese.

Contact has been established with two Japanese schools in England and regular exchanges are arranged. Valuable though these contacts are they can only give limited exposure to the language although they do provide an excellent comparison of cultures. The requirements of these meetings have dictated the vocabulary patterns in the SGEML exams where writing is not introduced until Level III and reading is contained in a limited number of Chinese characters.

For GCSE, however, a wider view has been taken and the topic areas correspond closely to those studied in modern European languages courses: the reading and writing skills parallel those of a ten-year-old Japanese. Several courses currently run in England and Wales avoid this limited amount of reading and writing and concentrate on the conversational aspect. The FLIC examination scheme is useful here and is being considered at the County Upper School if suitable candidates appear.

Were Kipling's child to interrupt here, one could reply "with enthusiasm" to "how" and at length to "why?" Textbooks and other resources are expensive and most classes running at present rely on grants from the Japan Foundation and resource input by the teachers. Much useful material has been developed for Australian schools and Leslie Pearsall is now investigating the possibilities of providing a course relevant for secondary school pupils in England. So much for "how?" For "why?" our Lords (including Prince Charles) and Masters urge the learning of Japanese for use in commerce and industry; the recent set of language learning skills can bring a sense of achievement and confidence for students who have previously struggled unsuccessfully; parts of the course (as far as Level I for instance) can be included in CPVE or FLIC elementary level, or in some other vocational package, giving a whole new range of access skills and the opportunity to operate a new keyboard for a Japanese typewriter.

The consideration of a new culture (one which considered us barbarians in 1600) can open new doors for international understanding. For each student there is a different experience: a new goal, an exciting achievement at every stage in the course. The old O level was beyond the reach of 80 per cent of the student population, but the GCSE gives an opportunity for all and the students who joined the class in September are finding the system of continuous assessment helps them keep up. Two are working at a 100 per cent success rate and none have fallen below the guideline 70 per cent. Limited space on the timetable means a lot of the work has to be done as private study; the students surprise themselves with the degree of self-motivation they are able to generate. Their teacher keeps her fingers crossed that yesterday's meeting produced the consensus needed to provide them with an exam to pass in 1988.

Realia and nostalgia

In Spain, By Catherine Dell.
Schools Abroad £2.95, 0905703-707.
Arrigatelas, By M A Zola.
Edward Arnold £2.95, 0 7131 82733.

"Learn while you travel" might be the slogan of the Schools Abroad series of project books. They perform a bridge-building act between language and geography; yesterday we would have called them European Studies material. In Spain serves the 13 to 18 (and adult) age range.

You would expect a travel-house/publisher to use holidays in Spain as the theme, but the team of writers and artists have penetrated the sun-and-sangria veneer and produced, in a limited space, an interesting and attractive younger tourist's eye view of Spain's past and present. Background studies books, particularly when they include a language-teaching function, always risk the accusation of superficiality, and inevitably teachers will need to supplement *In Spain* with classroom material, since language acquisition is largely confined to vocabulary and practice in educated guess-work.

The background illustrative material is generally excellent - *arrigatelas* from the complaisant holidays, supplemented by professional photographs of a high standard. The three sections - preparation for the trip, the event itself, and a "back home" postscript encouraging students to browse among books, records and tastes of Spain - are divided into thematic sections which might form the basis of a weekly lesson's classwork. Each provides a homework or project assignment of questions, mostly interesting and appealing, but at times on the wobbly and irrelevant side: "what are the advantages and disadvantages of military service?"

Students - and teachers - will enjoy *In Spain*. My only reservations concern its approach to the language: it is survival-kit stuff, words not phrases, a licence to talk pidgin Spanish. Students aspiring to language fluency will need additional material - or a trip to Spain.

The link with *Arrigatelas* - a one-word mouthful that exhorts the pupil to squeeze by somehow - is in journeys, as well as sale prices. This time the thematic material is fictional, with a pair of Colombian teenagers making a summer holiday visit to their cousins in Granada and touring the region. Again, material is culled from the writer's holidays in Spain, but the *actualities* are of disappointing quality - a few indifferent black and white photos, some newspaper clippings and holiday souvenirs, and a large number of - frankly - dull cartoons and drawings.

The result is an absence of authenticity, despite the author's emphasis on the source of her "realia", and although the book is for GCSE language candidates, not Eurostudents, I feel that the supporting material should have provided rather more motivational value for money in a book of 63 pages. Also someone should have picked up *cobrador* for *cobrador* and *macaronnes* for *macaronnes*.

Fifteen sections take the course (they seem younger than the named 18 to 19 years) into day-to-day vocations, and introduce dozens of vocabulary and a few structures. New words are listed within each subsection or dialogue but grammatical explanations (even "me gusta...") are left to the teacher.

The book's pedigree is clearly GCSE, not GCE, and I doubt that many teachers will be able to use it, as the usage examples are too basic. The author says, as "their main teaching resource". For this, at the very least, a resource would be needed. The book carries most of the hallmarks of a labour of love - but it takes more than nostalgia for a favourite corner of Spain to get teenage students excited about school exams.

In Spain is a good book for teachers and students alike. It is a good book for teachers and students alike. It is a good book for teachers and students alike.

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EXTRA

Oral examinations

Liminary level

DOUGLAS PICKETT

In the general stampede to get GCSE off the ground this year, the introduction of a Threshold Level oral examination by the London Chamber of Commerce and Industry Examinations Board may have got trampled underfoot (which is what Thresholds are for!). It was launched in January 1986 and fits as a second level into the now widely taken series, Foreign Languages for Industry and Commerce (FLIC), and its EFL sister, Spoken English for Industry and Commerce (SEFIC). I was amused to see, nonetheless, that one of the GCSE French syllabuses produced this year draws rather copiously (but without acknowledgement) on the same Threshold corpus, and retraces its path over three years ago.

The "Threshold" specification is a shorthand term for several specifications, each for a different language. It is probably the best researched, most complete and most sophisticated definition of a corpus of language ever to be produced and can, in principle, apply to any language, since its guiding categories are semantic, not lexical. In other words, it looks at what human beings can mean in a language and then identifies what they have to say to convey that meaning, in any language. Instead of attempting to answer the question of Molière's Monsieur Jourdain: "How do I say 'Bring me my slippers in Turkish'?", they ask: "What would I have to say in Turkish in order to convey the meaning I express when I say 'Bring me my slippers'?"

This may sound like a quibble until we remember that the first question requires a translation, whereas the second question demands language that is functionally equivalent, it is that has the same effect, gets the same thing done and leaves the same impression on the hearer as the words in the mother tongue. The difference is significant in its implications for a language teaching syllabus.

By the mid-1970s it was established that the semantic-functional skeleton of language was expressed in different ways from one language to another. Nevertheless, it would now be possible to compile a book for each, containing the words and grammar needed to convey the common core of meaning.

For someone learning a foreign language, of course, the common core would of necessity be much less than what one could expect from a native speaker. All the same, there was a level below which one could not fall and still express the limited range of meaning necessary to establish social contact with foreigners and get done the things basic to comfortable survival in a foreign country. This level was termed the "Threshold" since, beyond it, learners could look forward to encouraging progress and more satisfying contact in the foreign language, having reached a basic plateau of communication.

The Threshold specification books are now published for a large number of languages - English, French, German, Spanish, Catalan, Italian, Dutch, modern Greek, Swedish, Danish, to name present knowledge. They will soon be joined by Turkish and, in theory, the specification can be applied to any language.

This is also true of the LCCIEB/FLIC examination which, in practice, is usually held in about 15 languages every year, including the most widespread community languages of UK.

They are purely oral interviews, held at any time of the year, and until 1986 were available at three levels - Preliminary, Intermediate and Advanced. If Preliminary was a beginner's target, Intermediate was a big jump up, demanding oral ability frequently beyond candidates with GCE A level in the language. It was largely to bridge this gap, and produce a purely oral examination in general language that O level candidates could tackle, that the Board fixed on the Threshold specification, using the German version, *Die Kontaktschritte*, and generalizing its categories to all the languages likely to be examined.

Clearly, the writing elements of the Threshold have no part in what is largely a test of oral production and comprehension, but a minimal practical reading ability was introduced. Other constraints were welcomed as narrowing the choice from the vastness of the Threshold corpus, and what finally emerged was a structured interview lasting about 30 minutes, divided between five tasks.

The first is a general introductory conversation to set candidate and examiner at ease. The second requires the candidate to relate events in a sequence of coloured photographs, using cues and time expressions exactly. The third is a "pathfinding" task, where candidates have to interpret a recorded announcement in relation to the plan of a building, etc., and show that they would not get lost, run over or otherwise embarrassed in a foreign environment. The fourth is the minimal reading task referred to above, where candidates have to interpret advertisements, headlines, instructions, etc. and carry out appropriate actions. Finally, we come back to conversation, where the candidate is provoked into expressing the moral, intellectual and emotional attitudes that loom so large in the Threshold Specification. And it is all done in the best possible taste!

In December 1985 some 50 examiners were trained in the new procedures at Nottingham and, as a result of their practical experience with the materials and candidates, certain modifications were made. Throughout 1986, as an increasing number of teachers and candidates request the examination, we are keeping feedback closely under review so that improvements can be made in 1987 and beyond.

So far, at the end of the summer term examining season in schools, experience seems to show that the broad principles, design and standards are right, though some of the materials in certain contexts could be replaced by others more suitable. This will happen in 1987, and the material change annually so that a wide range of functions and topics can be tested, representing a significant and constant sample of the whole Threshold corpus. It should be stressed, however, that the Threshold tests general, tourist-type language, not commercial language, so are well within the range of school and adult education classes. Full details and a sample pack can be had from the Board on request (Publications Department, Marlborough House, Station Road, Sidcup, Kent, DA15 7BL).

Douglas Pickett is Examinations Officer (Languages and EFL) at the London Chamber of Commerce and Industry.

Scheming

Germany A level students thinking of spending some time working in Germany, between school and further study, may like to consider the Youth Exchange Centre's "Live and Work Scheme". Last year it found 50 students in banks, supermarkets, factories and a variety of other offices, where they were paid around £400 a month. For £330 for a six-month stay (£280 for four months), YEC provides one-way travel to Berlin, and a programme of seminars and their German language and culture. The scheme is open to students aged 16-18, who must be under 19 when they start.

For further details, contact Youth Exchange Centre, Seymour House, 100, Seymour Way, London W11 9PE. (01-495 5191).

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Second year language at Mascalls School, Paddock Wood, Kent

Critical guidelines

Jean Anouilh: *Le Voyageur sans bagage*. Edited by W J. Hudson. Methuen Twentieth Century Texts £3.50, 0 423 51420 2.
Voltaire: *Lettres philosophiques*. By Denis Fletcher. £2.55, 0 7293 0222 9.
Alain-Fourier: *Le Grand Meaulme*. By Robert Gibson. £2.85, 0 7293 0237 7.
Bernardin de Saint-Pierre: *Paul et Virginie*. By Philip Robinson. £2.85, 0 7293 0228 8.
Couture: *Les Enfants terribles*. By Robin Buss. £2.70, 0 7293 0226 1.
Grant and Cutler: *Critical Guides to French Texts*.

In his intelligent and informative introduction to Anouilh's first really interesting play, *Le Voyageur sans bagage*, W J. Hudson observes that it is "the very image of man in the making". Three of the books discussed in the latest four volumes in Grant and Cutler's invaluable *Critical Guides to French Texts* series also deal in some way or other with the traumas of adolescence, so it is perhaps a natural reaction for one who prefers his literature to be about adult behaviour and adult concerns to turn first of all to Denis Fletcher's study of Voltaire's *Lettres philosophiques*.

This is an excellent introduction to the text which set the time for the movement of ideas which culminated in the revolution of 1789. It compares Voltaire's own vision of England as the ideal alternative to France with the reality of the country in which he felt so much at home, and has the additional advantage of directing the student's attention to the issues which Voltaire himself found so intriguing: politics, science, the relationship - or lack of it - between man and God.

Like *Le Voyageur sans bagage*, which concludes with the idyllic situation of a man being able to reject his own highly unsatisfactory childhood, *Le Grand Meaulme*, *Paul et Virginie* and *Les Enfants terribles* all deal in some way or other with the problems of growing up. The first is the most complex and satisfying, and Professor Gibson's masterly analysis brings out all its strengths while not trying to gloss over its weaknesses. Philip Robinson tries to rescue Bernardin de Saint-

Pierre's lachrymose anecdote from the ranks of the "good-bad books" to which most modern critics have been happiest to relegate it, and wisely suggests that it is best read as an elegiac evocation of the universal human desire to "feel ourselves part of the earth on which we tread". Robin Buss makes a courageous attempt to wrench Couture's novel away from its self-indulgent obsessions, and does a good job in inviting us to see it as the evocation of a series of myths.

The nagging question nevertheless remains, stimulated by my own prejudices, as to whether books which deal so exclusively with adolescence should be so frequently given to adolescents for close study. If these adolescents are enjoying the experience of growing up, or even if they are suffering from it with that peculiar intensity imparted by puberty, all well and good. But if, like me, they think of it as a bit of a bore, then the first masterpiece by the most adult of Europeans should be the first item on their intellectual diet.

Philip Thody

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Thorough

Deutscher Kurs 3, Angekommen
Second edition. By David Shotton.
Heinemann Educational teacher's
book £6.95.

This is an essential teacher's companion *Angekommen*, part three of the respected four-part Heinemann German language course. It contains the key to the translations from English to German, the texts of and the answers to the listening comprehension tests, texts of the reproductions tests, Role-play, general oral questions, key to revision grammar exercises, texts of multiple choice listening comprehension tests and their answers. This is a thorough, no gimmick complement to the course and designed to save teachers' time.

German Grammar Revision: Kernpunkte. By Victor Johnson.
Nelson Harrop 0 17 445087 7.

This book gives a very detailed account of German grammar (somewhere between O and A level) and describes nouns, adjectives, pronouns and question forms, verb forms and types, prepositions, word order and numbers, dates, quantity, time, points to watch and translation hints on particular words.

Its main virtue is its comprehensiveness but this somewhat contradicts its avowed aim of simplicity. The layout is clear with helpful tables etc, but it has no revision exercises or gradual revision programme. In this respect I feel that it reproduces the grammar section of many courses (albeit clearer than most). It also depends on the reader having a good understanding of traditional grammatical terms.

Gareth Roberts

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Booster

German in the United Kingdom
Issues and opportunities
CILT Reports and Papers 24
ISBN 0948003 11 1. (£11.95 plus p&p from CILT, Regents College, Inner Circle, Regent's Park, London NW1.)

In 1985 a conference was held to review the state of German in the fields of education, trade and industry and to debate the way forward.

The conference papers, emanating from a variety of speakers from the educational and commercial worlds, have now been published, and cover such topics as the importance of German to British trade, diversification (a number of examples of working practice form various I.C.s), German as a first language, German in northern industry, the 1983 APU survey, the role of the BBC and the publisher, guided objectives and the position of German in higher education.

The tone of the volume is optimistic, a boost not just to Germanists but to all linguists concerned with the tenuous position of languages other than French in the curriculum.

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(0410)

Jeunes reporters

continued

pupils entirely responsible for the work and staff creating a situation in which everyone works at their own pace and ability rate. These *jeunes reporters* were top and middle band third years who had opted for French at GCSE, and everyone's oral, aural, and written French improved beyond measure.

However, there were also other insights to be gained, from the perspective of Geography, RE, social studies, and of course English. Hourmont are offering the scheme to groups of over thirty, and my guess is they'll need at least four or five staff to help, depending on age and ability. The accompanying teachers need to be linguists in the main, but a teacher from another discipline - social studies or humanities, perhaps - might be able to add a useful dimension. Apart from anything else, the idea is too good to limit it to modern language teaching.

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Hourmont are offering the scheme

RESOURCES

Following the recommendations of the Warnock Report on Special Needs and the provisions of the 1981 Education Act many local authorities are now educating sight-impaired pupils in mainstream classes, even in some cases pupils who rely heavily on braille and other tactile resources.

Usually these pupils would receive some support from a resource teacher or a special unit, but the intention is that they should follow a curriculum as near as possible to that of their fully-sighted peers. To do this successfully in a subject like science, it is important to have adequate learning materials.

Hands-on science took on a new dimension for me when I attended a graduate training course run by the Centre for Multisensory Learning at the University of California. Up to this point I had not appreciated how sight-orientated were the science experiences with which I had been helped. Science through our other senses can not only turn an experiment into a much richer experience, but it is crucial for the active involvement of the visually impaired. The work needs to be organized with some thought to the height of working surfaces, switch sizes and recording techniques. Mobility around the science area is also needed for students with orthopaedic handicaps who may be working from wheelchairs.

Science Activities for the Visually Impaired and Science Extension Learning for Physically Handicapped (SAVISELPH) is a project which has over the last 10 years developed equipment and techniques specifically for their target groups. These have been incorporated into nine sets of activities arranged on two levels, the first intended for students with no previous experience of hands-on science; the second for older pupils or those with some experience.

The first, lower-level modules cover Measurement; Structure of Life; Scientific Reasoning; and Communication. The higher-level ones look at Magnetism and Electricity; Mixtures and Solutions; Environments; Kitchen Interaction; and Environmental Energy. Most of the content resembles closely the standard work of primary school science. The approach could readily be incorporated into British school work.

Taking the modules one by one, the Measurement unit introduces standard metric measurement using specially devised equipment. Scientific Reasoning develops observational skills and the information gathering process. It also introduces the pupils to the concepts of variables and controls. In the Communication module, experiences related to sound are worked through. Magnetism and Electricity gives children a practical introduction to these basic ideas, while Mixtures and Solutions involves the skills of filtering and transferring mixtures as well as making them. Kitchen Interactions is similar to

Two projects – one in America and one in this country – are developing practical science materials for primary and secondary school children with handicaps. Reports by Sue Dale Tunnicliffe (above) and Ron Hinton (below)

The special touch

many of the kitchen chemistry activities followed in a lot of junior schools using readily obtainable kitchen chemicals such as vinegar, bicarbonate of soda, citrus fruits and yeast. The Environmental Energy module helps pupils look at ways of using energy, while Structures of Life and the Environment work with biological concepts, providing experiences related to plants and animals. The idea of the world around us is presented and the pupils are introduced to the factors which may make an environment suitable for a particular organism.

Visually-impaired students need equipment which has been modified to enable them to participate actively in experiments using other senses. This really does mean hands on. For instance, the measurement of volumes from 100ml upwards can be made in

plastic breakers from which a hole has been cut at the level of the required volume so any further fluid spills out. Smaller volumes can be measured in syringes with stops added so that a required volume can be drawn up and the plunger pulled up no further.

Syringes can also be modified with markings on the plunger which indicate what volume is in the barrel. This is particularly useful in measuring the volume of gas evolved in experiments on the evolution of carbon dioxide, as in the Kitchen Interaction module. Such experiments are performed in small plastic bottles with a hole in their tops, through which the nozzle of the syringe can be inserted. The bottles can be held down for increased stability.

Linear measurements can be made using a metre rule with braille mark-

ings. SAVISELPH manufacture and sell a transparent flexible braille calibrated metre rule which has many roles in their science work. Scales require special stability for the visually impaired and the physically handicapped children; the SAVISELPH balance is light but stable, easily assembled and adapted for use in the Magnetism module as well as conventionally.

The recording of experiment results can also be adapted. Visually-impaired students can use velcro dots on recording charts or boards. Orthopaedically disabled students need their teachers to be aware of the height at which they can best work, as well as their range for reaching equipment.

In making electric circuits, knife switches are used. These are more expensive, but the length of the

"knife" can be extended by taping a pencil or piece of dowelling to it, thus increasing the length available for the student to hold. Instead of using bulbs to light up when a circuit is complete, SAVISELPH recommend a little electric motor. The noise of the engine turning indicates the complete circuit. For students with hearing disabilities a flag can be attached to the turning part of the motor.

These activities are designed not only to introduce science concepts to students, but also to enhance their language and vocabulary skills. Each module includes an overview which outlines the science concept, the process skills involved, the application skills and the language, as well as pointers to related learning in other areas of the curriculum. The overview also suggests equipment for each activity and a pointer to skills and techniques which would help the teacher. Guidance is provided for trouble shooting in the event of the experiment going wrong.

Questions in each module are printed in bold type at points where the developers found in trials that the students had either reached an important turning point or that specific science language should be introduced. Other questions for the adult to put to the students are included at various points, since many of the teachers working with SAVISELPH material are not science specialists.

This real hands-on science meets the specific requirements of pupils with special needs. It is just a question of thinking about the nature of the work we introduce to our pupils. It requires co-operation between science specialists, all-round educators and special needs teachers so that they can come up with tailor-made science work for their pupils with particular needs.

In the United States SAVISELPH has been so successful that FOSS will shortly be under way – Full Options Science Scheme. This will bring the philosophy and practical approach developed for SAVISELPH into the mainstream classes. A full circle approach if ever there was one.

Sue Dale Tunnicliffe is an advisory teacher in primary science and technology.

Sue Dale Tunnicliffe

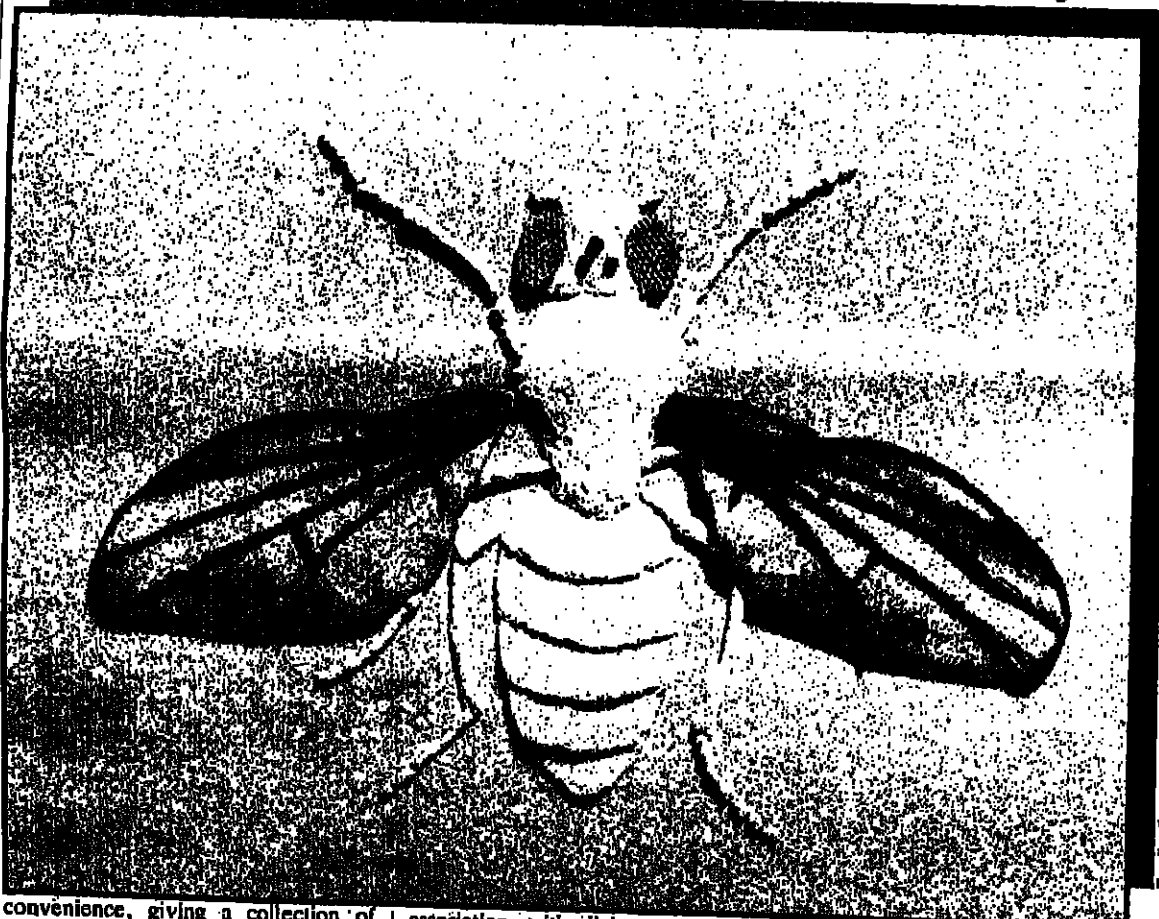


Photo: Diagram of Tactile by Sue Dale Tunnicliffe

The Tactile Diagrams Research Project is based in the Education Department of Loughborough University of Technology and was initially financed by the Economic and Social Research Council. It has been established to develop and evaluate tactile resources for science teaching, and to investigate the factors which govern their effective use in the classroom.

The textbook and worksheet needs of visually-impaired pupils can be catered for satisfactorily by audiotape and braille resources, and micro-computer installations can convert pupils' braille input into normal print for the teacher who cannot read braille. Although this improves written communication, it does not deal with the question of diagrams.

Open any modern biology textbook, and you will find that at least a third of the page space is taken up with line drawings and photographic illustrations. If these are not provided along with the text, much of the book's value is lost. Many scientific concepts are only adequately communicated in the form of a diagram, and it is difficult to imagine many public examination questions in science without their accompanying diagrams.

The first year of the Tactile Diagrams project produced about 160 sheets of diagrams covering the major requirements for CSE/O Level and the new GCSE courses in Biology. Diagrams are particularly important in schools in which pupils are learning the necessary braille keys, with major topic groups bound separately for

convenience, giving a collection of about a dozen books. Although there has been a particular demand for Human Biology material from many special schools, the subject coverage has been kept as broad as possible to allow mainstream General Biology courses to be followed where desired, and many pupils do this quite successfully.

The usual way of providing multiple copies of tactile diagrams is by vacuum-forming a thin plastic sheet over a "master diagram". The master diagrams are all made in the form of a collage of suitably-textured materials with structures moulded in white tile cement. The resulting vacuum form is sufficiently attractive to the eye to be in demand for display to fully-sighted pupils.

The apparent ease with which the forms are made belies the care and thought of the specialist construction techniques. These try to ensure that every facet of the necessary information is conveyed to the pupil who relies on touch alone. They draw on a range of educational research findings on tactile learning and perception, and on the research and practical experiences of the tactile map makers in this country and in the United States. They also incorporate new technologies developed within the Loughborough project.

Where tactile maps can be highly stylized and yet effective, for example, biological structures, they have to be designed to fit the environment in which they are to be used. Pupils will encounter them in

association with living organisms, museum specimens, models, dissected material, and their developing knowledge of their own bodies. Even microphotographic enlargements of tissues or cell contents can be faithfully represented through tactile diagrams.

It is important that all these diagrams bear as close a resemblance as possible to the other realities which the pupils perceive, so that they can relate them. However attractive they appear, they must be evaluated in terms of their effectiveness in communicating biological concepts to the blind pupils.

The project director, David Ayres, has supervised stringent trials of the Loughborough diagrams in a number of special schools and further education establishments for visually-impaired children, and in a variety of situations where sight-impaired children are being integrated. He has been assisted by Kevin Tansley, Head of Science at Exhall Grange School, near Coventry, who carried out a critical analysis of the formal reports coming in from schools.

David Ayres has joined classes as a "participant observer" and at times does his utmost to put diagram readers off the scent as they use the tactile diagrams. His evaluation report concludes that the pupils were remarkably good at remembering and understanding the distinctly realistic format of these diagrams, and at building up their own biological concepts through their use.

Teachers who have seen their diagrams as just one item in the armoury of effective teachers, whose

own role is vital. The classroom trials have shown how essential careful preparation is before laboratory presentation of the material.

A feeling of curiosity and a lack of anxiety in the pupils are important prerequisites for success in using tactile diagrams. An atmosphere in which blind pupils feel that every move is being evaluated, or that every obstruction in reading a diagram is a reflection on their personal competence, can undermine the teaching potential of the diagrams.

The research team used D G MacKean's best-selling *Introduction to Biology* (John Murray) as the starting point for their tactile representation. They did not have to worry about possible copyright infringements, although it is very likely that tactile representations like these would be regarded as new creations. As the project developed to meet differing course needs, increasing numbers of original drawings by the team were used as the starting point for the tactile diagrams.

The techniques for constructing the diagrams are an extension of those used by geographers to make tactile maps, and they make use of this previous work and experience where it is helpful. The teachers in many special schools for blind pupils have made similar diagrams for a number of years, but the Loughborough ones seem to have taken the art and technology of tactile representation a stage further.

The possibility for item banking this

type of material is valuable for fairer and more effective assessment of visually-impaired students in public examinations, as is its use for more careful diagnosis of problems of concentration by blind children.

The Tactile Diagrams Research Project at Loughborough has had to devote an inordinate amount of time to chasing funds for continuing its work. The Royal National Institute for the Blind has recently offered a major grant to support two further years of work. This phase will support teaching of Biology at Advanced Level, vocational courses, and Combined Science courses with younger pupils, particularly in the 10 to 13 age range.

Although the target group for this first diagram collection was pupils studying for first (16-plus) exams in secondary schools, selected diagrams have been used with children as young as nine, and at the other end of the scale by trainee physiotherapists in higher education.

Science teachers needing material or interested in this area are invited to get in touch with R A J. Hinton, at the Department of Education, Loughborough University of Technology, Loughborough, Leicestershire LE11 3TU. A detailed catalogue of the first batch of material is now available from him or from the Diagrams Co-ordinator of the RNIB.

Ron Hinton

Ron Hinton is a research fellow in the Tactile Diagrams Research Project at Loughborough University.

Human waste

Population Concern
Set of four posters; three for £3.25 inc
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Population Concern, 231 Tottenham
Court Road, London W1P 9AE.

By 2000 world population, unless current trends are checked, will top six billion. Unless you are a devout Catholic, this is a prospect which must alarm. Not only will there not be enough space, food, nor one of Population Concern's posters points out, large families of starving children rule out any question of human fulfilment for parents and children.

Population Concern's annual fast (from October 6 to 16) is one way of dramatizing the problems of the Third World. These are (as even American bankers will point out) the intimate underbelly of our own. The poster set offers a constant reminder of the human waste accompanying unchecked fertility.

For every day brings 365,000 new babies – and 40,000 infant deaths, eleven million human beings starve to death each year. As if in desperate will to survive, fertility is greatest where people have least chance of survival. Population Concern, as well as pushing for birth control, is involved in integrated aid projects to link progress in material prosperity with family planning.

The posters which make up the set show a heavily pregnant belly with the caption "At this rate, one day there'll be more room inside than out". A small coffin captioned "Open all hours": a photograph of malnourished African children sponsoring the annual fast with the text "Fasting beats starving"; and a photo of a Benin phallic bronze captioned "Under two per cent of Third World aid goes to solving the world's most explosive problem."

The accompanying text is overly dramatized "Favour the future", for example, a snappy but empty little essay, and its attack on one of the world's most powerful nations may cause enemies there as well as among religious folk who believe hunger and misery are all part of the Great Plan, but in general the posters will make an excellent discussion or project point for sixth formers.

Victoria Neumark

The Mission

from Outer Space

Blurb the Missionary: *Unio Us A Child* is Blurb the Missionary
United Society for the Propagation of the Gospel, 15 Tufnell Street, London SW1 3QQ.

One of the more interesting trends in the world of religious education publishing is the way the "committed" publishing houses and agencies are updating their materials to be educationally as well as religiously acceptable. One of the days when sincerity and faith excused juvenile cartooning

and a text Enid Blyton would have found cloying. How the state of the art has changed can be illustrated by some recent publications from the United Society for the Propagation of the Gospel. Some years ago, had USPG created a character called Blurb the Missionary, we might have expected him to wear a sola topi and go off boldly evangelizing the natives. In this new world, Blurb comes from outer space and, yes, he does wear a topi, but he is the one to learn about Christianity – and also Islam: "The fourth pillar is fasting. Every grown-up healthy Muslim must fast for all the hours of daylight during the month of Ramadan. Christians used to do that during Lent but I'm afraid many of us forget now."

Blurb goes on to learn about the one God from the Jews; about the many ways of looking at God from the Hindus; and about the inevitability of suffering from the Buddhists. Blurb also learns a lot from the story of Jonah about tactful evangelism. The story of

are photographs of birds, animals and insects. The activity sheets include counting, writing and matching questions; the line-drawings for copying and colouring are well-simplified; and the study cards contain information of the slightly anthropomorphized kind common for this age (eg "One chick is a bit cheeky").

"Birds and Their Food", the first section, features the little owl, barn owl, wheatear, the little owl, the "Farm Animals" shows cow with calf, horse and foals, goat with kids and sheep; with lamb and stresses the reasons for raising these beasts. "Wild Animals", including a fetching little mole emerging from the earth, looks at deer, badger, woodpecker and mole.

Within their habitats in the Gables, the children learn about the habits of the various animals and insects, and how they are useful to man.

RESOURCES



Maître de l'amour

Ashok Bery visits the Freud Museum in London

The Freud Museum
20 Maresfield Gardens, London NW3
Opening hours Mon-Sat 10am-5pm, Sun 1pm-5pm
£1.50 adults; 75p children. OAPs, unemployed.

In June 1938, three months after the Germans marched into Austria, Sigmund Freud arrived in London. Having been convinced of the need to leave his native Vienna when the Nazis confiscated his publishing company, he fled his house and questioned his daughter Anna at Gestapo headquarters. England was a natural choice as the country of refuge. Freud wrote to HG Wells that it had long been his "intense wish fantasy... to settle in this country and become an Englishman."

In London, he settled down at 20 Maresfield Gardens, Hampstead, a spacious 1920s redbrick building.

Although Freud died 15 months later, his daughter Anna, herself a distinguished psychoanalyst, con-

tinued to live and work in the house. The Freud Archives bought it from her in 1980 and, when she died in 1982, they began to convert it into a museum.

The centrepieces of the museum, which opened in July, are Freud's study and library, two interconnecting rooms which Anna Freud left just as they were at her father's death. Freud was allowed to bring his books, papers, furniture, carpets and antiques out of Vienna, and many of these are in the study. His library of 2,000 volumes fills the bookshelves. Against one wall stands the famous couch, covered with a Persian rug and stacked with cushions; at its head is the green velvet-covered chair in which Freud used to sit listening, out of the patient's sight. On his desk a few feet away lie his pen, glasses, writing portfolio and a surprising number of the Greek, Roman and Egyptian antiquities which he collected avidly. An undistinguished shelfed porcupine looks out of place among them.

Other parts of the house lack the same evocative atmosphere. Anna Freud's work is commemorated in a room on the first floor. An adjoining room contains letters, memorabilia and a display cabinet devoted to the family's journey from Vienna. A striking front cover from a French weekly depicts a serious, intense-looking Freud, behind whom are three naked women half-draped in curtains. The caption reads: "Le Maître de l'amour. Freud à Paris."

The intention is to develop the building into a kind of "living museum", and there are plans for a number of activities. Exhibitions will present some of Freud's basic ideas. A research programme is to be set up, a resident Freud Fellow appointed, and lectures and seminars organized. A four-day conference on the theme "Freud in London – Psychoanalysis in Transition" begins at the end of October. Perhaps the "Maître de l'amour" will yet escape the common simplifications and caricatures of his ideas.



David Self

Blurb the Missionary is told in a comic book (24 for 10) which has accompanying teaching notes (50p).

Despite the Church of England's way with words (Advent Sunday is now merely a number in a sequence of Sundays before Christmas), there are those (like USPG) who still produce Advent Calendars. *Unio Us A Child* is Blurb the Missionary. It is tiny windows open up to reveal a lot of small print – but it does have an agreeably international appeal. The same flavour is taken up by a poster, *God's Family*, which comes complete with teaching notes showing how Indian children play Snakes and Ladders, Ghanaians play hopscotch and how Mexicans skip to racially-positive chants.

Details of these and other materials, perhaps especially suited to Voluntary Aided Mixed Infants and Juniors, can be found in *Step by Step*, USPG's catalogue.

David Self

snail, garden spider, painted lady butterfly and hedgehog. It is all beautifully produced but the whimsical tone is indicative of a non-scientific attitude. None of the information given is comparable; the breeding habits of domestic animals are given but not the strange hermaphroditism of the snail; the predators of the snail are discussed but not those of butterfly or spider; the badger's diet is discussed but not, the deer's.

Far better for the teacher to photocopy the drawings and activity sheets and work out their own notes for this age group will appreciate being stretched a little further to classify as well as describe their creatures in their environment.

Gabrielle Connel

Among the many celebrations of television's 50th anniversary (see Review page 24), "Television in the Home 1936-1986" takes an ambitious look at the best and traces its development from John Logie Baird's pioneering work in the Twenties through to TV and video in the Eighties. Presented by Jonathan Hall of the British Vintage Wireless Society in conjunction with the British Film Institute's Museum of the Moving Image research team, the exhibition at the Royal Festival Hall in London (until November 2) recreates living room settings of the periods when BBC television began in November 1936 and ITV in September 1955. More than 50 vintage televisions are on display as well as related magazines and records. A series of model television sets shows the evolution of the technology from the early 1930s to the present day.

notes

BIBLE ON CASSETTE

The Holy Bible has been transferred on to cassette by Signal Publishing Company of Tunbridge Wells, Kent.

The collection of tapes, which involved nearly 150 British actors and actresses over a period of 10 years, has been arranged in 15 volumes that can be purchased individually in sets of four cassettes at under £10 from book and record shops and by mail order.

It is the first audio collection of the Authorised Version of the Bible and is, say the publishers, suitable for use in schools, churches and hospitals.

Details are available from Campbell Dalglish Associates Ltd, Arena House, 66-68 Pentonville Road, London N1.

SPECIAL NEEDS

IN THE PRIMARY CLASSROOM

"Special Needs in the Primary Classroom" is the title of a catalogue for primary school teachers. It is a resource pack containing materials to help teachers identify a particular special need and then create effective remediation programmes. There is also a pupils' material pack. Items can be photocopied and re-used.

Further details from LDA, Duke Street, Walsby, Cambs PE13 2AE (tel: 0945-63444).

CERAMIC & GLASS EQUIPMENT

Deancraft Fahey have issued a 28-page catalogue detailing their range of ceramic, glass and jewellery enamel materials and equipment. Products available include prepared clay, glazes and frits, colours for decoration, basic raw materials, tools, machinery and equipment. The brochure also contains information on matters such as health and safety and use of materials, and technical tips.

Deancraft Fahey Ltd, Fenton Industrial Estate, Stoke on Trent, Staffordshire ST4 2ST.

Here begins a battle of wills in a traditional story of evil attempting to seduce goodness



Fairy tale

SCHOOLS TELEVISION
Middle English:
Mr Magus is Waiting for You
ITV, Thames
Tuesdays 11.44 am; repeated (not
Wales) Thursdays 11.03.

On clumsy heels and the edge of adolescence, Trace models herself on Madonna. Seductively she tempts Jeff into eating an apple - but they are in a magic garden and soon under the power of Mr Magus.

An oddly-disturbing modern fairy tale, *Mr Magus is Waiting for You* has been written by Gene Kemp as a three-part serial for Middle English,

Thames Television's series for the 9-13 age group. It features four urban children about to start secondary school. Once a gang, they have grown apart but join up to occupy a boring summer's afternoon. In pursuit of a lost football, they enter the garden and then the house where Mr Magus hopes to feed upon their youth in order to cast off his own old age. Here begins a battle of wills in a traditional story of evil attempting to seduce goodness through bribery.

There is not a lot of plot and some might have been thought out more precisely. Considering how long they have known each other, why does Vince not know more about Jeff's older brother? Why should a man

whose magic can be destroyed by mirrors live in a house so full of them? But, considering how much of the story consists of the children clumping up and downstairs, it is amazing how gripping (and indeed menacing) it is. Much of the credit for this must go to the four young actors (two of whom show considerable range), to director Richard Callaghan and especially to Joyce Sharpe as "music executive". The soundtrack is a work of art, as are the striking special effects.

While the serial will appeal simply as a narrative, it may help many children to articulate uncertainties and to discuss the issues that it raises. Many will be tempted to read the book (which is being published to coincide with transmission). Told in simple language and short paragraphs and chapters, it will not put off young readers.

A linked computer program on BBC disc is also available. Intended to appeal especially to those children who find an empty sheet of paper somewhat daunting, it encourages its users to choose from a series of alternative plot options and to write in their own additional dialogue and action as the story of Mr Magus unfolds on the screen, illustrated by coloured graphics of impressive clarity. Though there is the prospect of returning regularly to the story in the program, children can opt out and wordprocess their own conclusions.

Next term's *Middle English* includes a programme about the making of the film of *Mr Magus is Waiting for You*. This will be a valuable resource for the many teachers wanting to develop media education with this age range. It also illustrates how ITV's federation of programme companies might co-operate more. Earlier this term, for a slightly younger age group, Central Television's *Talk, Write... and Read* gave us a useful insight into the making of one of their dramas - which was about a group of children looking for a lost football in a "forbidden" garden.

The book, *Mr Magus is Waiting for You*, is published by Faber and Faber, £1.95, 571 14687 2; the computer program is available, £18.40, from the Education Office, Thames Television plc, 149 Tottenham Court Road, London W1P 9LL.

David Self

Science and technology

Today's world

SCHOOLS TELEVISION
Science and Technology
ITV, Central
Mondays, 11.41 am.

Science teachers are implored to relate their laboratory investigations to today's world and include examples of technological applications in their teaching that are current rather than dated. Yet there are very few resources available that give a clue as to how this can be done.

Television programmes could be one source and in broadcasting their *Science and Technology* series for 14 to 16-year-olds, with its 10 programmes on Car Design, Dyes, Materials, Water, Energy, Corrosion, Sport Science, Noise, Food Technology and Biotechnology, ITV have produced a series that covers topics which feature in many GCSE Science syllabuses and reflect the way all the disciplines of science affect our lives.

It is a relief to find that applications of science (technology) are not just applied physics. In each programme, the producer attempts to show the activities of scientists in defining and investigating real problems. It is plain that the series is industrially based and many film sequences are in workshops, factories and laboratories of manufacturing and service companies.

The way this is done can be illustrated by reference to the third programme in the series, "Materials". A possible experience of the pupil (an expedition to open countryside) is associated with press cuttings of tragedies occurring on such outings. This generates the problem of deciding on the correct clothes to wear and proceeds to establish the ways scientists have developed appropriate materials. A mixture of cartoon and film sequences shows how materials are, for example, made waterproof and quality tested.

Jackie Harlow

briefings

radio & tv

For schools

WHY? BECAUSE...

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TALK TO A SPORTS STAR
(Thursday, 10.45 VHF4)
Bob Wilson talks to Peter Hill who, despite being severely handicapped, takes part in marathons in his wheelchair.

While parents are gaining more control over schools, they are less confident about their responsibility for sex education, Trevor Phillips has discovered

What to tell the children

Parent power is on the march. The decision by Mr Kenneth Baker to put the control over the touchy issue of sex education into the hands of the nation's parents is only one symptom. Their increased representation on governing bodies is another. And teachers' evident nervousness about the parents' appearance in the classroom is perhaps the clearest indication that what's happening is more than just a cosmetic dusting-off of the face of school democracy.

Sex education has become the touchstone of this new movement. But why should a subject which had become a rather mundane element of virtually all "design for living" secondary school courses suddenly attract such passion, not to mention an aggressive bout of personal attention from a Secretary of State who characteristically dislikes controversy?

One reason is, of course, that parents are worried by rumours and press campaigns such as that over *Jenny Lives With Eric and Martin* - a book which seems to have circulated more in Fleet Street and the electronic media than in Inner London Education Authority schools. Another is the tendency of some local authority leaders to make a splash irrespective of the potential for backlash. Brent and Haringey, in their handling of these issues, seem to forget that most parents (and electors) want to hear as little as possible about what goes on in school. If things are running in an orderly fashion, there would be no reason for a fuss; if we hear about it, something must be wrong. For example, what's all this about "positive images" of homosexuals, then?

In fact, most of the evidence to date suggests that in the area of sex education the notion of "balance" acquired new meaning. Few dispute the need for sex education. But parents tend to hand over the responsibility for the facts of life with a large sigh of relief; teachers accept it with enthusiasm, and an ever-more-sophisticated array of visual and other resources.

This picture was clear from conversations I had with parents, children and teachers in schools in Portsmouth, Essex, Oxfordshire and Bradford. First, children felt embarrassed to talk to their parents. Fifteen-year-olds in Oxfordshire were adamant that they had to learn that babies didn't come through kissing by comparing notes with their friends rather than their parents.

"The fact of actually going and speaking to them face to face really got me," said one. "Teachers know me real intimate facts, don't they? My parents haven't had VD or anything like that, so they wouldn't be able to tell me about all the facts of it, whereas a teacher would 'cos they've read up about it," said another.

Parents in the same school had a similar view of their own competence as providers of information. And one Essex parent said: "We don't know the answers. If the parent can answer difficult questions, then I feel the child would appreciate it more than from a teacher. But I would think that most questions could be answered much better in a classroom, from a teacher, than from a parent."

But are parents as incompetent as experts would have us believe? *This Week* (Thames Television) devised an experiment to test a group of parents in an Essex comprehensive. The school is mixed, drawing on families with a wide range of backgrounds. A class of sixth-formers just starting a term's course in personal relations were asked to write down the questions they found too embarrassing to ask openly. A dozen parents were then invited to try to answer the questions. No parent was able to identify the source of any

question, and no children were present. The results were revealing. To start with, parents had no vocabulary to deal with sex. In a conversation that lasted an hour, the word "sex" was used only twice. Most of the time the group preferred "it", "that", "the act" and so forth. And it became clear in conversation afterwards that most of these parents found it even more difficult to talk about sex to their children than to a stranger bearing a film camera.

Confronted with the question: "What is an orgasm?" one father took refuge in extreme honesty: "I ain't got a clue; I'll be honest with you, 'cos I haven't."

Another recalled choking on his breakfast when his daughter had asked

him the same question. He'd tried, unsuccessfully, to compare it to winning a boat race. He'd "chickened out," he admitted.

A third parent, female this time, called on help from a pop magazine: "two hundred and forty muscle vibrations per second or minute or something... that's what it said in the article."

Even had they had the vocabulary, the lack of factual knowledge that most parents display is alarming. For example: What is the safe period?

"Well, I thought it was 10 days before and 10 days after your period." (Only one day unsafe?)

In answer to several questions about whether men masturbate more often than women:

"That isn't a thing you discuss with

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"That isn't a thing you discuss with

other women."

"Men don't discuss it among themselves."

"I've never even discussed it with my husband. And I discuss most things with him, but never that."

Social diseases: "Do you need a regular check up?"

"No, I don't think so."

"If you think your husband is being fairly faithful, no..."

"I would say no, unless you've got a sort of an irritation down below." (This on the day that the government announced that young women should have a smear test within a year of first intercourse, to check for cervical cancer - now widely regarded as a social disease.)

And so on. Even if parents don't have this kind of detailed knowledge, perhaps they'll be able to set up Mr Baker's "moral framework" for each school. But this group divided deeply on the issue of sex before marriage - some saying that schools should actively discourage it, others clearly thinking that this should be an individual choice for each family. So how could parent governors reach a consensus among themselves, much less forge a policy for schools?

In the light of these findings, *This Week* took an electronic poll of 500 homes, conducted immediately after the transmission. Our programme had highlighted parents' lack of confidence and competence in sex education quite clearly. And the first results of our poll showed clearly that most of us think that schools should have some role in teaching sex education.

Yet, on all the questions about the relative degree of control between parents and teachers, there's little question that parents believe that they should hold sway. More than a majority thought that parent governors rather than teachers should control the content of sex education (52 per cent to 42 per cent).

Two-thirds of us still, in spite of all evidence to the contrary, think that parents should be the main source of sex education (69 per cent voted for parents over 28 per cent for teachers). And three-quarters of our sample wanted the right to opt out of sex education classes.

Comforting news for Mr Baker. But worrying for teachers. The parents' confidence in teachers' professionalism is clearly low. How can teachers restore it? How will schools exercise the right to opt out without chaos? And most of all, how will their professional conscience cope with a demand by 76 per cent of parents (according to our sample) either to treat homosexuality as deviant or to refrain from mentioning it altogether?

Trevor Phillips was president of the National Union of Students from 1978-80. He is a reporter on *This Week*. The programme on sex education was broadcast on October 16.

In answer to several questions about whether men masturbate more often than women:

"That isn't a thing you discuss with

modern educational theory and philosophy.

Parents, pupils and the general public are in fact ambivalent about the teacher's authority. One part of their minds actually wants to be reassured about it, just as patients need to be reassured about the expertise of their doctor; another part rebels against this, and wants to be reassured that the teachers are as human and fallible as themselves. Recently, teachers have stressed the latter at the expense of the former: fearful of their own authority, they have very rapidly dismantled the whole apparatus of uniform, hierarchy, tradition and ritual that used to display and prop up their professionalism.

In some form or other - by some kind of dressing, window-dressing, or setting the stage - that apparatus has to be revived. A considerable effort of imagination is needed here: not many people want to go back to the mortar-board and the cane. But we shall not even make that effort if we are not convinced that, being professionals, we owe it to our clientele to appear as such.

John Wilson is a tutor at the department of educational studies, University of Oxford.

Dressing the part

John Wilson argues that if teachers want respect, they need to project the right image

wearing a gown. It is not easy for a parent to be aggressive in this posture. Perhaps that was too aggressive in this posture. Certainly it contrasts with a stage authoritarian; certainly it contrasts with the set in which parents can come and swear at the headteacher in his own office whenever they feel like it.

An even stronger contrast was between the ship's officers on a school cruise, who gained immediate authority and influence by their uniform and their daily participation in various nautical rituals, and myself and the other teachers, who found it hard to control the pupils' behaviour for lack of any such distinguishing features.

Teachers need not pose as remote despots or

unavailable tyrants, but they must, surely, present themselves as professionals with some kind of authority, status and understanding that justifies their salaries. That authority will not come across to pupils and parents effectively just by their display of conscientiousness and enthusiasm, nor even by the issuing of school brochures and propaganda about how caring their school communities are, or constant public relations exercises in which parents and pupils are encouraged to participate and criticize. (Indeed, an excess of these may actually weaken the teacher's authority.) The teacher's status must be shown, made visible, marked out clearly for the eyes of those who have little concern (or belief) in

Teachers need not pose as remote despots or

4

Titles available for recording from Sunday 3 November 1986

Approximate Transmission Times

Sunday 3 November
9.15 *The Guinness Programme* For Code 2
9.45 *The Week In Not* For Code C
Monday 4 November
8.00 *Pin It Yourself* Repeat For Code A
Tuesday 5 November
3.45 *10 Minutes For Code C*
Wednesday 6 November
6.30 *Mr Magus is Waiting for You* For Code D
8.30 *Mr Magus is Waiting for You* For Code D
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Mr Magus is Waiting for You

by Gene Kemp

MIDDLE ENGLISH is shown on ITV on Tuesdays at 11.44 am, repeated on Thursdays at 11.03 am. MR MAGUS IS WAITING FOR YOU begins on Tuesday, November 4th 1986.

MR MAGUS IS WAITING FOR YOU is published as a Novel by Thames Television/Faber & Faber. Available from bookshops (£1.95 paperback, £7.95 hardback).

A Computer Program, published by Thames Television/GSN Educational software, is also available on BBC disc (£18.40). It is designed to encourage pupils to write by providing alternative paths through the plot of the story and a word-processing facility which will allow them to add dialogue and action.

Storehouse (£3.50) is an anthology of poems and stories to complement the series. *Teacher's Notes* (£1.30) give programme details and follow-up activities for pupils.

The Computer Program, *Storehouse*, and *Teacher's Notes* are available directly from The Education Office, Thames Television PLC, 149 Tottenham Court Road, London W1P 9LL. Please enclose cheque/PO.

MR MAGUS IS WAITING FOR YOU is produced and directed by Richard Callaghan. Schools in the ITV area can order the programme from their local education authority.



Four children find themselves in the enchanted garden of a strange house. Upstairs an old man strokes his black cat, sighs and waits.

A new play in three parts for children aged 9-13

UPPER 12.50

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CENTRAL REGIONAL COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
FALKIRK COLLEGE OF TECHNOLOGY

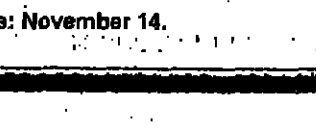
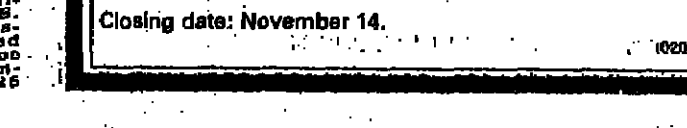
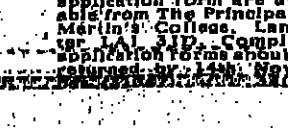
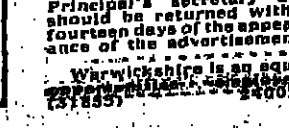
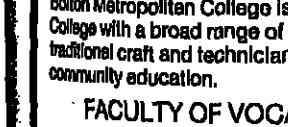
LECTURING POSTS

(a) Applications are invited for the following post from experienced full-time lecturers who hold a recognised teaching qualification.

1. SENIOR LECTURER II – BUSINESS STUDIES

Applicants should have an appropriate degree or equivalent qualification, relevant commercial, teaching and administrative experience, and hold a teaching qualification. The successful applicant will be required to teach and administer appropriate National Certificate Modules with business studies.

(Q2077)



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The British Council

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Muslim countries
over maintenance**

Reference: 80 K 110 T

Post 2: Materials Writer/Lecturer in ESP, Sudan National Centre for Languages, Khartoum

Duties: materials production and revision for courses organised by the ESP department, in consultation with the Head of Department and other colleagues; up to 12 hours per week class teaching of ESP and EAP.

Qualifications: candidates must be UK citizens with a British educational background. They must have an MA in Applied Linguistics or equivalent and three to five years' teaching experience, including some experience in ESP. Experience in materials production is desirable.

Reference: 86 K 111 T

Post 3: Materials Writer, English Language Unit, Khartoum Polytechnic

Duties: teaching ESP for Engineering (Mechanical, Electrical and Civil), using mainly in-house materials, on a second year Technician course; additional materials writing and teaching for an intensive three-week course for first year Engineers; involvement in extra-curricular activities.

Qualifications: candidates must be UK citizens with a British educational background. They must have an MA, MSc or postgraduate diploma in Applied Linguistics/TEFL, materials writing experience, preferably related to Engineering.

Salary for all posts: \$11,742-\$14,280 p.a. free of UK income tax.

Overseas allowances for all posts: \$710-\$3,817 p.a. depending on salary and marital status.

Zimbabwe

Adviser in EAP/ESP Testing and Evaluation, Communication Skills Centre, University of Zimbabwe

Duties: to design, implement and validate a) an English language placement/screening test and b) tests of specific language skills taught in CSC courses, based on an analysis of students needs, working with CSC staff to integrate evaluation into the course programme; to lecture on testing and related fields at both undergraduate and graduate level; to contribute to the CSC staff development programme; to promote and participate in activities under the link arrangement with the University of Birmingham and in research projects in the CSC.

Qualifications: candidates must be UK citizens with a British educational background. They must have an MA in Applied Linguistics with a Testing and Evaluation option/component and at least five years' experience of ESOL overseas, including the design and validation of tests and their integration into ESP courses.

Salary: £12,102-£16,987 p.a. free of UK income tax.

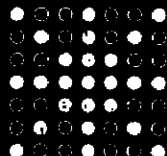
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For all posts:
Starting date: as soon as possible.
Closing date for applications: 21 November 1988.

Benefits for the above posts: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance, baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1T 2AA.



The
British
Council

[illegible]

OVERSEAS POSTS

continued

CHINA

TEACHING POSTS IN CHINA
The British Educational Trust is recruiting teachers for the Ministry of Education in China. Minimum qualifications: Graduate plus 3 years experience. One year of teaching will be offered by the Trust.
Please send your curriculum vitae and C.V. to the Address: Overseas Division, British Educational Trust, Hillcross, Red Cross Lane, Cambridge CB2 2QX. (31479) 460000

EFL TEACHER required for immediate start. Send curriculum vitae, C.V. Power, The English Institute, 24 Rue du Vieux Marché, Aix-les-Bains, 13053. (30533) 460000

JAPAN

English language school in Japan seeks teachers for February 1987. Enthusiastic university graduates for children and adult classes. Please apply with C.V., photo, and reference to: Yamashiro Building 4F, 1-1-1, Yamashiro, Kokura, Kitakyushu, Japan 802.
Application deadline: December 31st. Interviews in early January. (30431) 460000

KENYA

Secondary Physics/Maths (GCE 'O' level) Teacher needed January 1987. Private school Nairobi.
Secondary Geography (GCE 'O' level) Teacher and Preparatory (S.E.T.) Class teacher needed January 1987. Private school Nairobi. Two year contracts. Interviews 21 November.
Details from Professor R.E. Fordham, Department of Adult Education, Southampton University, Southampton SO9 5NH. (30671) 460000

MEXICO

CHENENATE SCHOOL Mexico City, Mexico. Two Junior school teachers with at least two years experience in start as soon as possible. Positions of responsibility available for Maths and Computing, and English.
School offers two years contract, subsidised housing, annual air fare, gratuity and summer salaries payable in sterling at favourable rate. Salaries in Range: 254,000 - 474,000 pesos monthly.
Candidates should send curriculum vitae and recent photo to: Mrs. Susan Martinez, Principal, Apartado Postal 21-659, 11000 Mexico D.F. Mexico (30713) 460000

NEW ZEALAND

IONA COLLEGE Hawke's Bay, New Zealand. Teacher required for economic and accounting to Year VI, to begin teaching February 1987. Single accommodation available. If required, any applicant would have to be responsible for their own immigration and travel expenses.
Write in the first instance to the Principal, Private Bag, Hawke's Bay, New Zealand. Indicate which other subjects which could be offered. (31457) 460000

TEACHER EXCHANGE

ANADIA Husband and wife interested in teacher exchange in Hertfordshire, Cambridgeshire or Hertfordshire preferably for school year 1987-1988. Wife qualified in General Subjects and Music for age range 7-11. Husband qualified in English, Serial Studies and Music (Instrumental) for age range 11-18.
Further details please write to: Mrs. Michael Coulter, 2617 Dorset Road, Victoria Cottage, Warr 38A or Tel: 092 5980271. 460000 (31461)

Administration
Local Education
AuthoritySUFFOLK
COUNTY COUNCIL
ADVISORY TEACHER :
CIT

Applications are invited from enthusiastic and experienced CIT teachers with effect from 1st January 1987, to join the Advisory Team based in Rury St Edmund. A fully equipped technology trailer or is provided to support the Advisory Teacher who will be responsible for developing CIT in primary and secondary schools and providing a co-ordinated and extensive in-service programme.
The post will be either for a 3 year period or the case of a Suffolk teacher by a 2 year secondment from their present post. The salary will be Barnham scale 3.
Further particulars and application forms may be obtained from the Western Area Education Officer, Mr. H. St. Edmund, Suffolk on request of a stamped address envelope. Completed forms should be returned by 15th November 1986. (30489) November 1986

PLEASE
MENTION
THE
T.E.S.
when replying
to
advertisements

CYNGOR SIR
GWYNEDD
COUNTY COUNCILFURTHER EDUCATION
DEVELOPMENT OFFICERS
(TWO YEAR APPOINTMENTS)
£15,456-£17,253

Applications invited from individuals with further education, industrial, marketing or research experience for the above two posts which will be based at Coleg Pencraig, Llangefni, ability to communicate in Welsh and English essential for one of the posts and in English essential and Welsh desirable for the other.

The broad general aim of the programme is to help colleges evolve ways of meeting employer/employee training needs more fully, precisely and efficiently. The programme consists of foster greater customisation in the delivery of training packages by involving clients directly in constructing such packages and in evaluating their delivery.
The appointments which are to commence as soon as possible will be for a period of two years. Secondment arrangements would be particularly welcome. Car owners' essential (the posts carry a car user allowance). APT & C Conditions of Service apply.

Informal enquiries to: Dr K. L. Jones, Assistant Director of Education, Tel: Caernarfon 4121 Ext. 2186.
Closing Date: 10th November, 1986.

Application forms and further particulars available from The County Personnel Officer, County Offices, Caernarfon LL55 1SH. Tel (0286) 4121, ext. 2078. (40128)

WILTSHIRE COUNTY COUNCIL
Education Department
WILTSHIRE YOUTH TRAINING SCHEME
(WYTS)COUNTY
MANAGER

PO Scale (8-11) - £14,475 - £15,627 p.a.

Wiltshire County Council's own Managing Agency, WYTS, is responsible for delivering a 915 place Youth Training Scheme. WYTS operates from four major and two subsidiary offices within Wiltshire.

This is the senior post within the Scheme, responsible to the Assistant Director of Education (Further Education and Management).

The person sought should be of graduate calibre with considerable management experience at a senior level within a training organisation. Knowledge of the Youth Training Scheme, of the new 2 year Training Scheme, would be a considerable advantage.

Previous applicants will be automatically reconsidered.

Application forms and further details are available from the Chief Education Officer (ST/N/BJ) County Hall, Trowbridge, BA14 8JB. Telephone: Trowbridge 3941 Ext: 2464 quoting reference no. 86.469. Returnable by 24th November 1986.

AN EQUAL OPPORTUNITIES EMPLOYER (40128)

ADMINISTRATION
(L.E.A. and GENERAL)

Education Department

Area
Education Officer

Harrogate

(Salary Scale PO (9-12) - £14,862 - £16,011.

Applicants should be graduates of a British University with successful experience in teaching and should have held an administrative post in the education department of a local education authority.

Application forms and further particulars from the County Education Officer, (Room 501), County Hall, Northallerton, North Yorkshire, DL7 8AE. Closing date, Friday, 14 November 1986.

NORTH YORKSHIRE COUNTY COUNCIL

SENIOR CAREERS OFFICER -
FURTHER EDUCATION AND
INDUSTRIAL LIAISON

Salary Scale 6 £10,251 p.a.-£10,902 p.a. inclusive

Applications are invited for a new post as Senior Careers Officer level specialising in Further Education and Industrial Liaison based at Uxbridge Careers Office. The postholder will have sole responsibility for the development of careers work in the local college and for the co-ordination of industrial liaison within the Borough. The successful applicant should be qualified, have good organisational skills and preferably experience in dealing with students of F.E.

This is an interesting new opportunity in which the postholder will be offered considerable scope and encouragement for innovation and development.

Relocation expenses may include 100% removal expenses, temporary lodging allowance plus a settling in allowance of £800 in respect of incidental expenses incurred.

Application forms and further particulars available from the Personnel Office, Civic Centre, Uxbridge, Middlesex UB8 3UW quoting reference E28/101/XE. Telephone Uxbridge 65589 (24 hour answering service).

Closing date: 21st November 1986. Applications from disabled persons will be welcomed. (40109)

London Borough of Hillingdon

ENGLISH
LANGUAGE
TEACHERS
TAX-FREE OPPORTUNITIES
IN SAUDI ARABIA

British Aerospace can offer immediate opportunities for qualified male English Teachers to join our staff in Saudi Arabia, where they will be engaged in teaching English to students and cadets beginning their training in the Royal Saudi Air Force. These are exceptional opportunities for experienced teachers to earn high tax-free salaries.

Applicants must be UK citizens whose mother tongue is English. The minimum qualifications required are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience in TEFL.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the high tax-free salary, they will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE

...up where
we belongSAUDI ARABIA
INSTRUCTORS/TEACHERS
£15,500 - £21,000 p.a.

For Major UK contribution to teach Saudi students.
SENIOR ELECTRONICS INSTRUCTOR
Degree and 4 years; or 10 years teaching of electronics.

SENIOR EFL TEACHER

Advanced linguistic degree and 5 years of which 2 in specialised technical English language programmes for vocational training.

EFL TEACHER

Above positions require Degree and 2 years teaching EFL or maths as appropriate.

MATHS INSTRUCTORS

Above positions require Degree and 2 years teaching EFL or maths as appropriate.

D.P. INSTRUCTOR

Advanced linguistic degree and 5 years of which 2 in specialised technical English language programmes for vocational training.

ELECTRONICS INSTRUCTORS

Above positions require a degree and 2 years; or 5 years of formal classroom instructing in D.P. equipment, electronics or communications as appropriate.

Married status for senior positions (if degree). Excellent benefits include tax free US dollar salaries with bonus, 35 days leave p.a., free accommodation and medical care, corporation facilities, subsidised food (single status). Education allowance of US \$6000 per child (married status).

For more information please send full career details and copies of any qualifications and references quoting Ref No. 33/M to Webb Whitley Associates Ltd, Castle Gate, 15 Quarry Street, Guildford, Surrey GU1 2UY. Tel: 05822 74000 or Fax 05822 50455.

VIENNA
INTERNATIONAL SCHOOL
Vienna, Austria
(1,300 pupils aged 3-19 yrs, 78 Nationalities)HEAD OF THE
SECONDARY SCHOOL
(640 pupils age 11-19 years)

With effect from 1st August 1987.

For further details write to:

The Director, Vienna International School, Strasse der Mönchsbrunn 1, A-1220 Vienna, Austria.

Closing date for applications: 15th December 1986.

Appointment by 31st January 1987.

CAMBRIDGESHIRE

Development
Officer.

Required immediately, based in Peterborough, to lead projects, to plan, co-ordinate and develop provision for the unemployed.

Salary £11,000 p.a.

Fixed term contract until 31st August, 1988.

Application forms and further details from Senior Area Education Officer, Townhill Close, City Road, Peterborough, PE1 1JU.

Closing date 21st November, 1986.

Appointment by 31st January 1987.

COUNTY
CAREERS OFFICER

£16,575-£20,291

Kingston upon Thames

Applications are invited for this post, which will become vacant in January, following the retirement of John Tunnadine.

Candidates should have good experience of Careers work at a senior level, and in particular, good management experience. The appointee will be responsible to the Senior Assistant County Education Officer (FE), for the work of more than 100 staff, of whom more than 50 are Careers Officers.

Details of duties are available from County Education Officer (Ref. NTP/2), County Hall, Penryn Road, Kingston upon Thames.

Closing Date: 14th November 1986. (40103)

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

Closing date for applications: 24th November, 1986. (40101)

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

Closing date for applications: 24th November, 1986. (40101)

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

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Buckinghamshire
County Council

EDUCATION DEPARTMENT

COUNTY INSET
CO-ORDINATOR/
ADVISERS (PRIMARY)

Salary: Burnham HT Group 9 (£18,075-£19,587 p.a.)

In preparation for revised In-Service training arrangements the County Council has established new posts in the County Inset Team from April 1987. They will help to identify and meet INSET needs and monitor and evaluate the County's INSET provision.

Applicants for these posts (up to 4) should have experience of Senior Management in primary or special schools and be able to demonstrate successful commitment to a variety of INSET strategies. The aim is to appoint people capable of undertaking a wide range of advisory tasks in support of the School and Headteachers.

Further details and application forms from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

Closing date for applications: 24th November, 1986. (40101)

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

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SEC
THE SECONDARY
EXAMINATIONS
COUNCIL

requires an

Executive Officer

The Executive Officer will provide support for professional teams dealing with examinations and assessment, the work will focus on servicing committees dealing with the approval and monitoring syllabuses for A level and for the new GCSE and Advanced Supplementary level examinations. The ability to write well is required for correspondence, minutes and report-writing. The ideal candidate should have experience in one or more of the following areas: committee work - preferably related to education, the work of examining boards and teaching.

Salary scale £6,715 - £10,917 (including London Weighting)

Further details and application forms from Admin Team, SEC, Newcombe House, 45 Notting Hill Gate, London W11 3JB. 01-229 1234 ext. 2923.

Closing date for the receipt of completed application forms: 14 November 1986. (40104)

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 0UZ. Tel: Aylesbury 905000 Ext. 6120.

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